

**CALLING FOR ACCOUNTABILITY:  
STOPPING ANTISEMITIC COLLEGE CHAOS**

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**HEARING**  
BEFORE THE  
COMMITTEE ON EDUCATION AND THE  
WORKFORCE  
U.S. HOUSE OF REPRESENTATIVES  
ONE HUNDRED EIGHTEENTH CONGRESS  
SECOND SESSION

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HEARING HELD IN WASHINGTON, DC, MAY 23, 2024

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**Serial No. 118-52**

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Printed for the use of the Committee on Education and the Workforce



Available via: *edworkforce.house.gov* or *www.govinfo.gov*

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## **CALLING FOR ACCOUNTABILITY: STOPPING ANTISEMITIC COLLEGE CHAOS**

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**Thursday, May 23, 2024**

HOUSE OF REPRESENTATIVES,  
COMMITTEE ON EDUCATION AND THE WORKFORCE,  
*Washington, DC.*

The Committee met, pursuant to notice, at 9:48, a.m., in Room 2175, Rayburn House Office Building, Hon. Virginia Foxx, [Chairwoman of the Committee] presiding.

Present: Representatives Foxx, Walberg, Grothman, Stefanik, Allen, Banks, Owens, Good, Steel, Kiley, Bean, Burlison, Chavez-DeRemer, Williams, Houchin, Scott, Courtney, Bonamici, Takano, Adams, DeSaulnier, Norcross, Jayapal, Wild, Omar, Stevens, Leger Fernandez, and Manning.

Staff present: Cyrus Artz, Staff Director; Nick Barley, Deputy Communications Director; Mindy Barry, General Counsel; Isabel Foster, Press Assistant; Daniel Fuenzalida, Staff Assistant; Sheila Havener, Director of Information Technology; Amy Raaf Jones, Director of Education and Human Services Policy; Julianne Jones, Intern; Isaiah Knox, Legislative Assistant; Georgie Littlefair, Clerk; Hannah Matesic, Deputy Staff Director; Audra McGeorge, Communications Director; Rebecca Powell, Staff Assistant; David Sambberg, Associate Investigative Counsel; Maura Williams, Director of Operations; Ari Wisch, Senior Counselor to the Chairwoman; Brittany Alston, Minority Operations Assistant; Ni'Aisha Banks, Minority Staff Assistant; Ilana Brunner, Minority General Counsel; Ellie Berenson, Minority Press Assistant; Amaris Benavidez, Minority Professional Staff; Nekea Brown, Minority Director of Operations; Hailee Clack, Minority Intern; Scott Estrada, Minority Professional Staff; Rashage Green, Minority Director of Education Policy & Counsel; Christian Haines, Minority General Counsel; Raiyana Malone, Minority Press Secretary; Marie McGrew, Minority Press Assistant; Paola Milbank, Minority Staff Assistant; Véronique Pluviose, Minority Staff Director; Samantha Wilkerson, Minority CBCF Fellow; and Banyon Vassar, Minority Director of IT.

Chairwoman Foxx. Good morning. The Committee on Education and the Workforce will come to order. I note that a quorum is present. Without objection, the Chair is authorized to call a recess at any time. I want the door shut, it is too noisy. Okay.

In Ernest Hemingway's novel, *The Sun Also Rises*, two characters are discussing bankruptcy. "How did you go bankrupt," asked Bill. "Two ways," Mike responds. "Gradually then suddenly."

No three words better apply to the decline in postsecondary education that has transpired gradually, then suddenly.

These three little words paved the road that led to today's hearing. Over the course of years, decades even, universities gradually nurtured a campus culture of radicalism, in which antisemitism grew and became tolerated by administrators. The Committee's been steadfast in its dedication to attacking the roots of antisemitic hatred, including anti Israel DEI bureaucracies, and questionable foreign funding.

Then suddenly, over the course of weeks, days even, universities burst into antisemitic chaos. October 7th ignited a powder keg of pro-terror campus fervor, a shocking spectacle for the American public. Suddenly, the radicalized zealots found a cause and group that they could graft their hate onto. Somehow Jews fit neatly into DEI's oppression matrix, thereby justifying antisemitism.

In the morning following October 7th, radicalized students have harassed, assaulted, and intimidated their Jewish peers. These antisemitic protests have led to hijacking buildings, erecting unlawful encampments, disrupting classrooms, and canceling commencements. They have been the principal agents of anti-Jewish harassment and violence, and have made an absolute mockery of so-called university leaders.

That is why the Committee is yet again calling for accountability from those in charge of universities. Today, with Mr. Michael Schill of Northwestern University, Dr. Gene Block of UCLA, and Dr. Jonathan Holloway of Rutgers University.

Each of you should be ashamed of your decisions that allowed antisemitic encampments to endanger Jewish students. Mr. Schill and Dr. Holloway, you should be doubly ashamed for capitulating to the antisemitic rulebreakers. Our job today is first and foremost, to hold those who are supposed to be in charge to account.

Dr. Gene Block, you will testify to the horrific violent events that unfolded at UCLA, leading to 243 arrests. You cleared the encampment only after a violent riot erupted. For days you stood by as Jews were assaulted, and illegal checkpoints blocked access to campus in broad daylight. Your actions were too little too late.

Second, the Committee will highlight the concessions universities doled out to rulebreakers. Dr. Holloway, you accepted 8 of the 10 encampment demands, including an egregious amnesty deal to Rutgers students and faculty involved in the encampment. I would like to know what sort of message you think that sends to your Jewish students.

Mr. Schill, you cut a disgraceful deal with the encampment that prompted 7 Jewish members of your own antisemitism advisory committee to resign in protest. You and President Holloway struck deals that guaranteed jobs and admissions to Palestinians, an apparent violation of Federal antidiscrimination laws. I would like to know how you think your quotas comply with the Civil Rights Act.

Those who are in charge of universities who negotiate with pro-terror protestors are not doing their jobs. Taxpayer dollars have no business funding universities without principles that align with the principles of this country. Each of you refused to enforce your own rules, preserve campus safety, and protect Jewish students.

Finally, I want to make one thing clear. The purpose of these hearings is not to enact right wing cancel culture, as purported by the left. The purpose is to end antisemitic violence and harassment on campus, full stop. Hearing with college Presidents are meant to help guide postsecondary education policies going forward that meet the needs and respect the rights of all students.

We will certainly keep your answers to our questions in mind as the Committee conducts further business. With that, I yield to the Ranking Member.

[The statement of Chairwoman Foxx follows:]



**Opening Statement of Rep. Virginia Foxx (R-NC), Chairwoman  
Committee on Education and the Workforce  
Hearing: "Calling for Accountability: Stopping Antisemitic College Chaos"  
May 23, 2024**

(As prepared for delivery)

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Then, suddenly, over the course of weeks—days even—universities burst into antisemitic chaos. October 7 ignited a powder keg of pro-terror campus fervor, a shocking spectacle for the American public.

Suddenly, the radicalized zealots found a cause and group that they could graft their hate onto. Somehow Jews fit neatly into DEI's oppression matrix, thereby justifying antisemitism.

In the months following October 7, radicalized students have harassed, assaulted, and intimidated their Jewish peers. These antisemitic protests have led to hijacking buildings, erecting unlawful encampments, disrupting classrooms, and cancelling commencements. They have been the principal agents of anti-Jewish harassment and violence and have made an absolute mockery of so-called university leaders.

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Finally, I want to make one thing clear. The purpose of these hearings is not to enact “right wing cancel culture,” as purported by the Left. The purpose is to end antisemitic violence and harassment on campus, full stop.

Hearings with college presidents are meant to help guide postsecondary education policies going forward that meet the needs and respect the rights of all students. We will certainly keep your answers to our questions in mind as the Committee conducts further business.

Mr. SCOTT. Thank you, Madam Chair, and thank our witnesses for appearing today. There is no question that we can do more to combat antisemitism, not just on college campuses, but everywhere. No one should be threatened, harassed or attacked because of who they are, or who they worship.

Moreover, students cannot learn if they feel unsafe, yet here we are for the fifth time in 6 months holding another hearing to complain about the problem of antisemitism, but no work is being done to find a meaningful solution to address the animus on college campuses.

Complaining about a problem is not a solution. Certainly, it certainly riles people up, generates a lot of media coverage, but it does not solve anything. To the best of my knowledge, the only change that has resulted from these hearings is that a handful of individuals have lost their jobs, schools have had to dedicate hours that they could have spent working to combat discrimination on campus, instead of responding to majority’s legal requests and law firms advising college Presidents have made a lot of money preparing their clients to testify in these hearings.

In 2017, after white supremacists marched through the grounds of the University of Virginia, chanting slogans such as, “Jews will not replace us.” I wrote a letter to my republican colleagues asking for a hearing to discuss rising tensions and discrimination on college campuses. Regrettably, the Committee did not hold any such hearings, and we did not address the issue at the time.

Jewish students, in fact all students, have a right to attend college free from hostility, and in compliance with Title 6 of the Civil Rights Act of 1964. There is no excuse for antisemitism on campus, and everyone is entitled to a safe harbor, and this is why we should ensure that the Department of Education’s Office of Civil Rights has the resource it needs to investigate where campuses are failing to protect against antisemitic acts, or otherwise not protecting against civil rights violations.

I believe we should increase funding for that office, in light of the increased number of complaints. Last year my republican colleagues called for a 25 percent cut in funding for that office. This would have been a significant impediment for the Department of Education’s efforts to investigate these issues. Meanwhile, DEI pro-

grams, which try to bring people together are being disparaged and eliminated.

As I said before, hateful incidents of antisemitism do not happen in isolation, they are a byproduct of this country's century-long history of white supremacy and antisemitism. We cannot feign surprise at hate speech on our college campuses. I will note again, the campuses are polarized, as is our society. We have unfortunately seen a disturbing rise in incidents, not only of antisemitism, but also Islamophobia, racism, homophobia, and all other forms of hate, and all of which need to be addressed.

As Mr. Lawrence notes in his testimony today, colleges and universities exist to examine complex issues, challenges and ideas to provide a forum in which issues and opinions can be explored and can be debated. Freedom of inquiry and expression must include the right to protest.

He also notes that the limits of this expression are reached when actual threats, or undue disruption of the university's operations are involved. No one in this panel is advocating for violence, harassment, or disruption of university's operations, but students have the right to peacefully protest and express their opinions regardless of whether or not those opinions are politically unpopular, or morally abhorrent.

In public colleges and universities, two of which are with us today, the First Amendment protects both popular and agreeable speech, and speech that people can reasonably disagree with, including sometimes hateful words, but again, in painting with a broad brush the majority has attempted to remove any distinction between hate speech and genuine political protests.

I would like to remind everyone that the civil rights movement of U.S. past, has always moved public opinion, rather than just waiting it for change. Today, 81 percent of Americans report a favorable opinion of Dr. Martin Luther King, Jr. In 1966, a Gallop survey found that nearly two thirds of Americans had an unfavorable opinion of Dr. King. Two years later, in the immediate aftermath of his assassination, another survey found that roughly one third of Americans felt that he brought it on himself.

In closing, as Members of Congress, we have the responsibility to hold ourselves to a higher standard and be role models for our communities. By fueling culture wars, as I believe these hearings have done, we are setting an example of others to feed into, and continue to escalate the tensions on college campuses.

To that end, our students deserve more from us. They deserve a thoughtful, deliberate conversation about the Constitutional questions before us that can lead to a meaningful change, and I hope my colleagues will rise to that challenge. Thank you, Madam Chair, and I yield back.

[The statement of Ranking Member Scott follows:]



## OPENING STATEMENT

House Committee on Education and the Workforce  
Ranking Member Robert C. "Bobby" Scott

**Opening Statement of Ranking Member Robert C. "Bobby" Scott (VA-03)**

Full Committee Hearing

*"Calling for Accountability: Stopping Antisemitic College Chaos."*

2175 Rayburn House Office Building

Thursday, May 23, 2024 | 9:45 a.m.

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Thank you, Madam Chair. And thank you to our witnesses for appearing today.

There is no question that we can do more to combat antisemitism – not just on college campuses but everywhere. No one should be threatened, harassed, or attacked because of who they are or who they worship. Moreover, students cannot learn if they feel unsafe.

Yet, here we are, for the fifth time in six months, holding another hearing to complain about the problem of antisemitism, but no work is being done to find a meaningful solution to address animus on college campuses. Complaining about a problem is not a solution. It certainly riles people up, generates a lot of media coverage, but it does not solve anything.

To the best of my knowledge, the only change that has resulted from these hearings is that a handful of individuals have lost their jobs, schools have had to dedicate hours that they could have spent working to combat discrimination on campus instead of responding to the Majority's legal requests, and law firms advising college presidents have made a lot of money preparing their clients to testify in these hearings.

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of complaints. But last year, my Republican colleagues called for a 25 percent *cut* in funding to that office. This would have been a significant impediment for the Department of Education's efforts to investigate these issues. Meanwhile DEI programs, which try to bring people together are being disparaged and eliminated.

As I have said before, hateful incidents of antisemitism do not happen in isolation. They are the byproduct of this country's centuries-long history of white supremacy and antisemitism. So, we cannot feign surprise at hate speech on our college campuses.

And I will again note that college campuses are polarized, as is our society. We've unfortunately seen a disturbing rise in incidents not only of antisemitism but also Islamophobia, racism, homophobia, and all other forms of hate, all of which need to be addressed.

As Mr. Lawerence notes in his testimony today, "Colleges and universities exist to examine complex issues, challenges, and ideas and to provide a forum in which issues and opinions can be explored and can be debated. Freedom of inquiry and expression must include the right to protest."

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To that end, our students deserve more from us. They deserve a thoughtful, deliberative conversation about the constitutional questions before us that can lead to meaningful change. I hope my colleagues will rise to that challenge.

Thank you Madam Chair, and I yield back.

Chairwoman Foxx. Thank you, Mr. Scott. Pursuant to Committee Rule 8-C, all members who wish to insert written statements into the record may do so by submitting them to the Committee Clerk electronically, in Microsoft Word format by 5 p.m., 14 days after the date of this hearing, which is June 6, 2024.

Without objection, the hearing record will remain open for 14 days to allow such statements and other extraneous material referenced during the hearing to be submitted for the official hearing record. I now turn to the introduction of our witnesses, and I recognize Ms. Bonamici to introduce our first witness.

Ms. BONAMICI. Thank you, Madam Chair. Michael Schill is Northwestern University's 17th President. He also serves as a Professor of Law at the Northwestern Pritzker School of Law, and a Professor of Finance and Real Estate in the Kellogg School of Management.

He previously spent 7 years as President of my alma mater, the University of Oregon. He has also served as Dean and Professor at the Law Schools of the University of Chicago and UCLA and has also held tenured faculty positions at New York University, and the University of Pennsylvania.

President Schill founded NYU's Furman Center for Real Estate and Urban Policy, which has become one of the Nation's leading research centers on housing. Welcome to the Committee, President Schill.

Chairwoman Foxx. Thank you. Thank you, Ms. Bonamici. Our second witness is Dr. Jonathan Holloway, who is the President of Rutgers University in New Brunswick, New Jersey.

Our next witness is Mr. Frederick Lawrence, who is the Secretary and CEO of the Phi Beta Kappa Society located in Washington, DC. Our final witness is Dr. Gene Block, who is the Chancellor of UCLA in Los Angeles, California.

We thank you for being here today and look forward to your testimony. I will remind the witnesses that we have read your written statements, which will appear in full in the hearing record. Pursuant to Committee Rule 8-D, and Committee practice, I ask that you each limit your oral presentation to a 5-minute summary of your written statement. I also remind the witnesses to be aware of their responsibility to provide accurate information to the Committee. I will first recognize President Schill for 5 minutes.

**STATEMENT OF MR. MICHAEL SCHILL, PRESIDENT,  
NORTHWESTERN UNIVERSITY, EVANSTON, ILLINOIS**

Mr. SCHILL. Thank you, Chairman Foxx, Ranking Member Scott, and members of the Committee, and also thank you Representative Bonamici for that kind introduction. I agree with the Committee that antisemitism is rising on college campuses, including our own.

This Committee is also right to be shining a light on the subject for the American people. In that spirit, let me address four issues as they relate to Northwestern. Antisemitism on campus, our guiding principles of community safety and academic freedom, the encampment itself in our plans moving forward.

First, our universities are on the frontlines of the disturbing spike in antisemitism that accelerated following Hamas's horrific terrorist attacks on October 7th. Across the country the open har-

assment and intimidation of Jewish people on the streets and social media, has also infected our classrooms and our campuses.

As the descendent of Holocaust victims and survivors, rising antisemitism in the world affects and alarms me, personally. I lost relatives in the Holocaust, so it is not abstract to me that the world's Jewish population has not recovered to where it was before World War II. The fact that Israel is a cherished homeland, is not theoretical to me. It is where family members who survived the war found refuge.

My family's history is a constant reminder to me of what can happen when antisemitism is allowed to take root. Where there is conduct that threatens the Northwestern community, we must impose discipline, and we have done so. I will be the first to admit our existing rules and policies are falling short. We must improve our processes to meet the current challenge.

At my direction, we will be working over the summer to update our student conduct code. These new policies will be in place before students return to campus. We are confident we can continue to promote two principles at the core of our mission. Free expression, and academic freedom, while disciplining harassment and intimidation.

I want to take a moment to address the encampment at Northwestern, and the choices we made. On the morning of April 25th, an encampment was erected on Deering Meadow, an iconic gathering space at the center of our campus. As I watched what was unfolding and at encampments across the country, I believed that the danger it posed grew every day it stayed up.

Every day brought new reports of intimidation and harassment, and then on April 28th, the day before the tents came down, the threat of confrontation escalated with the addition of outsiders to the university. For the safety of our entire community, I knew I had to act. We had three options to do so. The first option was letting the tents stay up indefinitely.

We never seriously considered this option. They were a threat to our community. The encampment was breaking our rules. There was antisemitic behavior that was making our Jewish students feel unsafe. I knew we had to take down the encampment and get it down quickly and permanently.

Second, sending in our Student Affairs Officers and the Northwestern Police Department to make arrests, that was the second option. This option ended up posing too high a risk to our students, staff, and police officers. There were limited law enforcement resources available to the university, and it also created, as we saw around the country, escalation, renewed encampments.

Finally, talking with the students about leaving voluntarily. This was the path we took, and the encampment came down in just 5 days. We did not give in to any of the protestor's demands, and the commitments we made are consistent with our values. Importantly, I rejected the main student demand for divestment, and will not ever recommend that Northwestern use its resources for political purposes.

By engaging students with dialog instead of force, we modeled the behavior we want to apply going forward. Now going forward I want to make you, every one of you, know I am personally com-

mitted to fighting antisemitism. We are going to reconstitute a task force that will benefit from the information from other task forces.

We will revise our student code. We will enhance enforcement. We will increase our security, and we will do what we do best, teaching our students about the dangers of antisemitism. I would like to thank you all for listening, and I look forward to your questions.

[The prepared statement of Mr. Schill follows:]

## Statement of

Mr. Michael H. Schill  
President, Northwestern University

before the

Committee on Education and the Workforce  
U.S. House of Representatives

May 23, 2024

Our Nation's universities are on the front lines of a disturbing rise in antisemitism in America that has only accelerated following Hamas' terrorist attack on October 7, 2023 and the conflict in Gaza that followed. The open harassment and intimidation of Jewish people on the streets and on social media has also infected our classrooms and campuses.

At the same time, students who oppose Israel's response to Hamas' attacks have sought to voice their opinions. In furtherance of this pursuit, students at scores of college campuses in the United States and abroad, including the one I lead, chose to erect encampments. These actions have brought further instability to campuses. This environment has threatened the safety of our Jewish students and tested the boundaries between free expression and student safety.

Northwestern University, like many universities, has an antisemitism problem. Doing all I can to protect our Jewish students from antisemitism is among the most basic of my responsibilities as Northwestern's President of Northwestern. Where there is conduct that threatens the health, safety and well-being of individual members of the Northwestern community, we must act to protect them and use our disciplinary process to do so. Our rules and policies fell short in this respect, and we must review our processes to ensure they are designed to meet our current challenge.

Universities reflect the world around us. The increasingly polarized and uncivil discourse that we see everywhere in our polity has found its way into our campuses. A major part of our effort to combat antisemitism must be to do what we do best: bringing students and faculty together to promote greater understanding about the roots and causes of antisemitism and to engender empathy for one another. In short, wherever possible, we must work with our students to bridge differences rather than exacerbate them.

The decisions Northwestern's leadership team has made in recent months have attracted praise and criticism from both inside and outside our community; I am under no illusion that all the members of this Committee will find themselves in agreement with either our approach or the specific actions our institution has taken. The task before us is highly complex; the line between protected speech and harassment or discrimination can be very thin. We are determined to respect the former while disciplining the latter.

I know the members of the Committee will have questions for me, and I look forward to addressing them. With the goal of providing background information that will better inform the Committee's hearing, I would like to use my written testimony to share my perspective on four aspects of the matter before the Committee: the very real problem of antisemitism on campus; the health and safety of our community as the foundation for education and academic freedom; managing the encampment itself; and our priorities moving forward.

#### **Antisemitism on Campus**

The Committee is right to focus on what is a profoundly troubling reality facing the nation today: antisemitism is rising on campuses across the country, including at Northwestern. I am determined to confront this head-on. This fight could not be more personal for me.

My great-grandfather was killed in a pogrom on Good Friday in Russia. Four of my grandmother's five sisters perished in the camps in Poland and many of my father's first cousins were similarly rounded up. The fact that the world's Jewish population has still not recovered to where it was pre-World War II is not abstract to me. The fact that Israel is a cherished homeland is not theoretical to me; it is where my family members who survived the Holocaust found refuge after the war. My family's story, which unfortunately is not unique among American Jews, makes me deeply appreciative of Israel, and is a constant reminder to me of what can happen when antisemitism is allowed to take root and spread.

Like this Committee, I am deeply troubled by reports from Jewish members of our community who have been harassed and targeted because of their identity or faith. I have not been spared from this antisemitic targeting; just a few weeks ago, a poster was put up on campus that depicted me with horns and blood—a dangerous antisemitic trope. Another sign featured the Star of David with an "X" through it. I am a passionate supporter of free expression. But my commitment to free speech does not and will never extend to conduct like this. Discrimination, harassment, or intimidation targeting members of the Northwestern community are not protected expression or a proper exercise of academic freedom.

On November 13, I called on the Northwestern community to reject statements or banners that have taken on a meaning of promoting murder and genocide, including the slogan "from the river to the sea." Statements or banners with this type of expression should have no place in our community.

To assist in the fight against antisemitism and hate and to promote dialogue across students, faculty, and staff, I created the Advisory Committee on Preventing Antisemitism and Hate. The focus of this committee was to provide guidance and advice to the provost and me to help ensure that members of the Northwestern community can engage in debate and discussion without fear of harassment or intimidation. Regrettably, like several similar committees at peer institutions, this committee could not reach a consensus on specific proposals, which led to the resignation of some of its members. I remain grateful to all the members who volunteered to serve, and I am determined to continue working to find the long-term solutions that this committee was designed to help inform. This was not a one-and-done attempt at consensus building, but a start.

And to help facilitate civil discussion about the Israel-Hamas conflict and antisemitism more broadly we have convened several academic activities and events. For example:

- We have encouraged discussions at the local Chabad House with prominent leaders like Michal Cotler-Wunsh, Israel's Special Envoy for Combating Antisemitism;
- The Middle East and North African Studies Program and the Medill School of Journalism have hosted conversations with authors like Nathan Thrall, whose essays have focused on Israeli-Palestinian relations;
- The Crown Family Center for Jewish and Israel Studies and the Middle East and North African Studies Program have jointly facilitated dialogues about the current conflict and its broader context.
- The Northwestern Israel Innovation Project and the Office of the Vice President for International Relations have organized webinar panels on topics such as "The Israel-Hamas War,"
- Our Office of Institutional Diversity and Inclusion launched a Religious Literacy Program to foster understanding, empathy, and inclusivity across religious differences. That program offers educational opportunities for students to learn about Judaism, as well as the painful and unique history of antisemitism; and
- In February, we established the Center for Enlightened Disagreement in collaboration with the Kellogg School of Management. Our goal is to promote respectful dialogue across differences, which aims to bring together top academics and leading thinkers to conduct research, identify best practices, and train students and leaders on how to engage across differences and harness the power of diverse perspectives

I understand that many of these aspirations towards dialogue may sound idealistic. I agree that none of the problems we are attempting to address will be solved by a single event, program, or speaker series. Discourse, we know, is only part of the solution and takes time. That is why I have also taken steps to increase corrective and protective measures beginning with our law enforcement capabilities, including enhancing on-campus security, increasing patrols around Hillel and Chabad House, and revising our Code of Conduct.

### **Guiding Principles**

#### *Academic Expression*

We are committed to providing a learning environment that encourages a robust, stimulating, and thought-provoking exchange of ideas. Some protected speech is also abhorrent and offensive, and it is often challenging to navigate the thin line between free expression and academic freedom, on the one hand, and intolerable speech, on the other. I understand how some could view a particular statement by a student or even a member of our faculty and think they should be punished in some way for it. There are many times I feel the same way. But we must protect the ability for members of our community to have a free exchange of ideas while carefully monitoring the line where abhorrent speech becomes harassment or intimidation. I wish it were easy, just as I wish the processes to adjudicate these questions were immediate.

In January, I created the Advisory Committee on Free Expression and Institutional Speech to evaluate under what circumstances the University, its officers, academic departments, or

administrative units should make statements on behalf of constituents about political, social, or international matters. The committee's mandate also includes examining what boundaries, if any, might apply to free expression and academic freedom in teaching, research, and public discourse.

The work of this committee is not merely abstract or theoretical. I am committed to taking its findings and implementing new policies so that Northwestern can thrive as an institution where students can come together to learn and share ideas in an environment that is welcoming and safe for all. We believe that our efforts to promote constructive dialogue support an inclusive educational environment. Education and dialogue are the best ways we can combat hate in the long term.

#### *Community Safety*

In our work as educators, we must always recognize that the safety of our community is a necessary predicate for free expression. Without physical safety and a culture of respect for one another, the ability to come together to learn and exchange ideas is fundamentally compromised. We know that fear of discrimination or harassment stifles expression and prevents students from voicing their opinions. We have dealt with this challenge for decades with students and faculty who feel their political opinions will turn fellow community members against them. It is our duty as a university to stop discrimination, harassment, and intimidation.

Such behavior is not protected expression or the proper exercise of academic freedom, regardless of the espoused viewpoint, and we are committed to taking appropriate disciplinary measures in response. And in fact, we have numerous disciplinary actions in process right now, many in response to reports of antisemitic behavior at demonstrations, involving students, faculty, and other parties. We will follow our disciplinary process, which mandates due process to all involved, and impose appropriate consequences where there has been a determination of discrimination, harassment, intimidation, or other misconduct.

This process is guided by our Policy on Discrimination, Harassment and Sexual Misconduct. This policy prohibits discrimination based on identified protected categories, including religion and national origin, which includes Jewish and Israeli students. It makes clear that discrimination, harassment, and retaliation against members of the Northwestern community are not protected forms of expression or considered to be the exercise of academic freedom.

This policy also provides mechanisms for investigating and responding to allegations of such prohibited conduct. Northwestern's Office of Civil Rights and Title IX Compliance is responsible for investigating allegations of discrimination or harassment that are reported by students, faculty, staff, and other third parties as long as the complaint involves conduct occurring on campus or involves a respondent who is a member of the Northwestern community.

When a determination is made that an individual has violated our policies, we impose consequences, up to and including expulsion.

As we adjudicate individual cases, we also know that we must always work to improve our policies to meet the circumstances of the day, and we are in the process of updating our Student Code of Conduct to ensure it provides a more comprehensive set of tools we need to adequately

address these concerns. We will be working rigorously in the coming months to update the Student Code of Conduct so that new policies are in place for the 2024-2025 academic year.

#### **The Encampment**

The decision of student protestors, as well as some outsiders, to erect tents on Deering Meadow, the most central green space on Northwestern's campus, has attracted substantial attention from our community, the news media, and Congress. I understand why; these encampments were highly visible, highly disruptive and a source of incidents of antisemitic intimidation. They made many of our Jewish students feel unsafe, which was unacceptable to me.

They also raised concerns about the presence of outsiders and our limited ability to ensure physical safety in the encampment, both for our students and for our staff and campus police force. And they violated the clear time, place, and manner rules that I announced on April 25 in the "Interim Policy for Student Demonstrations and Other Expressive Activities on the Evanston Campus," which aimed to clarify what is considered "acceptable behavior" during demonstrations and protests, as well as the University's Demonstration Policy, which addresses the parameters for peaceful demonstrations by members of the Northwestern community.

As we were confronting the encampment at Deering Meadow, we were watching escalating violence at other universities around the country facing similar situations. While the majority of our protestors were peaceful, we also recognized the real fear and concern that many in our community—most particularly our Jewish students—felt. And we recognized that rules had been broken. We also understood the urgency of managing the protest before it escalated into something worse.

The resolution we reached with our students to end the Deering Meadow encampment has been extremely polarizing. I have received many emails and messages from trustees, alumni, faculty and students praising the decision, as well as calls and messages expressing distress at the result and the process we followed.

We took the decisions we faced seriously, and we felt real urgency in the moment. We knew we had to end the encampment quickly. And I wanted something more: I wanted to end it permanently. We considered every available option for doing so. Ultimately, we felt we had three options.

Option one involved allowing the tents to stay up indefinitely like many schools have done. But, for us, that meant the situation would persist until mid-June, given our late academic calendar. That was never seriously considered. For me, not acting was not a tenable option. The tents were an ongoing threat to the safety of our community and were associated with a rise in antisemitic events on campus. Furthermore, the encampment was breaking our rules. I could not stand by and let those violations continue.

The second option we considered was sending in our student affairs staff and the Northwestern Police Department to initiate arrests and academic disciplinary proceedings. But given the modest size of our police department, I decided this option posed too high a safety risk to our students, staff, and police officers. Furthermore, we took note of what was happening at other schools and made the following observations: (1) bringing in the police typically led to

escalation and physical resistance and altercations; and (2) after students were arrested, they typically returned and set up other encampments or took over university properties.

That left one option: talk with the students to get them to leave voluntarily. Evaluating all the information we had at the time, in a dynamic and exigent situation that required a decisive and prompt response, I made a judgment that this was the option that best served the priority of student safety and was also most likely to achieve the outcome of ending the encampment permanently. I knew at the time that there would be criticism of this judgment, and I understand and accept those criticisms, but I also believed, and continue to believe, that this option provided the clearest and safest path forward.

With the help of dedicated faculty members, we began meeting with student protestors. We had tough and productive discussions. The students asked for several changes to University policy, including divestment from Israel and the end of an academic program that focused on Israeli innovation. We said no to all of these requests. I will continue to say no to these asks.

Our objective in these discussions was unwavering: the tent encampment must come down, and the demonstration must be brought into compliance with our rules and regulations. And any continued demonstration must be consistent with our Interim Policy. These objectives were achieved.

Once we took divestment and the singling out of Israel for punitive measures off the table, we were able to commence constructive and productive discussions. Some of the concerns we heard from our students during these conversations were not new and spoke to the feeling of isolation that they felt on campus.

This dialogue led to our decision to establish a house for Muslim and Middle Eastern students to eat, pray, and socialize—something that had been under discussion for the past year and addressed an existing campus need. The University has a long history of being supportive of religious freedom and religious expression by our students; for that reason, spaces exist on campus or nearby for our Jewish, Catholic, and Lutheran students, and we have long maintained our University Christian Ministry. There was no similar space for our Middle Eastern and North African community to gather or for our Muslim students to pray. The dialogue highlighted the importance of prioritizing the implementation of early-stage plans for such a space.

We also committed to expanding our existing “Scholars at Risk” program by bringing to Northwestern students and faculty members whose work has been disrupted by the conflict in Gaza. This program will also include students and faculty members who have been disrupted in the region, including southern Israel. This program has previously supported scholars and students from war-torn or devastated geographic areas, including scholars from Afghanistan, Cameroon, Ukraine, and Tulane University following Hurricane Katrina. It has a well-established and comprehensive application process for any prospective participants, which includes verification of academic credentials and qualifications as well as documentation and disclosure of any illegal activities.

The Deering Meadow discussions achieved the goal of eliminating the encampment and the disruptions to student life—and threats to campus safety—that it created. That we were able to

achieve this objective while also making commitments that stand on their own and strengthen our University is a testament to the approach we took. Most importantly, we resolved the matter without violence, and the encampment has not returned.

#### **Moving Forward to Strengthen Our Community**

Our work is just beginning. Global events may have catalyzed the recent situation, but they revealed long-simmering issues on campus. These efforts to de-escalate the situation on campus allowed us to maintain a safer environment on campus, continue classes and exams, and prepare for our graduation. But this is simply a down payment on the much harder work that remains ahead of us to fight antisemitism.

We will revise our Conduct Code to deal with a problem that proved to be beyond its scope, assure that violations are punished, and improve accountability, all the while respecting due process. We will increase security. And perhaps most importantly, we will educate our community on the evils of antisemitism with our faculty and community partners. We will implement a module in orientation on antisemitism that will provide incoming students with a grounding into one of the world's longest running scourges. We will establish a task force to study the recommendations of other universities' antisemitism committees and determine which are applicable to Northwestern.

The only way we can expect sustained improvement is if we commit to sustained effort, which starts with my leadership and my commitment to that effort. Some may believe that universities will say what needs to be said to avoid scrutiny, but I'm grateful for the opportunity to learn from my peers and from the opportunity for the introspection that this hearing provides. I look forward to the Committee's questions.

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**STATEMENT OF DR. JONATHAN HOLLOWAY, PRESIDENT,  
RUTGERS UNIVERSITY, NEW BRUNSWICK, NEW JERSEY**

Chairwoman Foxx. Thank you. I now recognize President Holloway for 5 minutes.

Mr. HOLLOWAY. Chairwoman Foxx, Ranking Member Scott, and members of the Committee. Thank you for this opportunity. My name is Jonathan Holloway, and I am the President of Rutgers University, the State University of New Jersey. To help you understand me better I offer the following.

My maternal great-grandfather, Willian Johnson Trent, was an early organizer of the colored YMCA in Atlanta, and served as President of Livingston College in Salisbury, North Carolina. His son, Bill Trent, Jr., my grandfather, was Dean of Education at Bennett College in Greensboro, North Carolina before becoming the founding Executive Director of the United Negro College Fund.

Sure. May I start the paragraph at the beginning? Okay. Where I left off. Even closer. Okay. His son Bill Trent, my grandfather was Dean of Education at Bennett College in Greensboro, North Carolina before becoming the founding Executive Director of the United Negro College Fund.

My father, a career officer in the Air Force, was the first black person to teach at the Air War College in Montgomery, Alabama. I share this to make clear that a commitment to education, and providing access is in my DNA. Though I fully recognize the myriad ways in which my experience and that of our Jewish community are different, I know something about the awful impact of discrimination too.

When I served as an intern for the House Ethics Committee, my father brought me to Capitol Hill on my first day. As we approached the Committee offices he said when I was your age, the only way someone who looked like us could cross the threshold, is if you were pushing a food cart. This is part of the reason this discussion matters so much to me.

I tell you with pride that Rutgers boasts one of the largest Jewish student populations in America, and I tell you with conviction that we condemn antisemitism in the strongest terms possible. We do so today, we did so long before October 7th, and we will always do so.

Rutgers, home to nearly 100,000 students, faculty and staff, takes pride in being a public university. We conduct lifechanging research in clinical care, and we educate tomorrow's leaders, many of them first generation college students, and many of them from low-income families.

What is more, Rutgers is world renown for its Jewish scholarly community. We are one of only a few dozen universities in America with the Department of Jewish Studies. Our Bildner Center for the Study of Jewish Life holds public lectures, trains teachers on Holocaust education, and hosts the Rutgers Jewish Film Festival.

Rutgers is also home to the Miller Center on the Policing and Community Resilience, which is dedicated to protecting valuable communities that are facing antisemitism, or other forms of intolerance. The Rutgers Hillel and Chabad Houses, both among the largest in higher education, sit in the heart of our big ten campus in New Brunswick.

During my Presidency we have developed a formal partnership with Tel Aviv University focused on faculty collaborations. As part of that relationship, TAU researchers will have a presence in the Health and Life Sciences Center being built in New Brunswick. We find ourselves here today because of the devastation that the Hamas terrorist attacks have wrought.

It is heartbreaking to think about the senseless and horrific violence of October 7th, about the hostages still held captive by Hamas, 230 days later, about the thousands of Palestinian children killed in the war, about the humanitarian crisis in Gaza that gets worse every day.

At Rutgers, this war has been a tragedy for our Jewish and Palestinian communities. Many in our community, searching for a way to curtail this tragedy, have turned to activism and protest. During this period of heightened fear, anxiety and polarization, Rutgers has focused on three essential priorities, to ensure the safety of our community, to affirm and uphold our policies, and to promote dialog and education.

I would like to emphasize this last point, dialog and education. Disciplining a person for breaking a rule is easy. It is much harder to build the trust to question, and to understand across difference. The battle against antisemitism, against bigotry in all of its forms, must be waged with education. We began this semester with lectures and films centered on meeting discrimination with humanity.

In New Brunswick, we established an advisory council on antisemitism and Jewish life, whose work continues to be pivotal. Jewish studies and Middle Eastern studies faculty have brought Israeli and Palestinian students together in a classroom, not to convince or to change minds, but simply to listen to each other.

We have planned training and discussion around antisemitism, and we have partnered with the Anti Defamation League in these efforts. Like so many other universities this spring we saw a protest encampment take shape on our New Brunswick Campus.

It lasted for a little more than 72 hours. When on the third morning, some student protestors called for a rally to disrupt exams, we moved quickly to shut the encampment down. We made a choice. That choice was to engage our students through dialog, as a first option, instead of police action.

We had seen what transpired at other universities and sought a different way. Without compromising on my fundamental stance against divestment and boycotts, we agreed to talk and to listen. If ever there was a time for dialog and a focus on civil discourse, it is now.

We are in a highly polarized time where we are confronted by objectionable and offensive ideas. Part of what universities do is to help the members of our community navigate that reality, so that they become better, stronger, and more resilient citizens. We do that by teaching people to be curious, to listen, and to engage in civil discourse.

Finally, let me speak briefly to the Rutgers community. I have heard you over the last several months. I have heard your frustration, at injustice in our world. Your pain since the suffering, and your desire to make Rutgers a stronger community. For that I want to say publicly, thank you.

We cannot give into the easy path of letting our differences become our divisions. The healing will take time, and through our efforts, through these efforts I mentioned earlier I am committed to it, we are committed to it. Thank you, and I look forward to your questions.

[The Statement of Mr. Holloway follows:]

**President Jonathan Holloway, Rutgers, The State University of New Jersey**  
**Testimony before the**  
**United States House of Representatives**  
**Committee on Education and the Workforce**  
**May 23, 2024**

Chairwoman Foxx, Ranking Member Scott, Committee Members: Thank you for the opportunity to testify before you today and to discuss Rutgers University's experience in the months since the horrific terrorist attacks of October 7, 2023.

Rutgers is proud to be home to one of the largest Jewish student populations in America, and we condemn antisemitism in the strongest terms possible. We do so today, we did so long before October 7, and we will always do so.

I would like to provide a little information about my own background that is relevant to my testimony. My maternal great-grandfather, William Johnson Trent, was an early organizer of the Colored YMCA in Atlanta and served as president of Livingstone College in Salisbury, North Carolina. His son, Bill Trent, Jr., my grandfather, was dean of education at Bennett College in Greensboro, North Carolina, before becoming the founding executive director of the United Negro College Fund. My father, a career officer in the Air Force, was the first black person to teach at the Air War College in Montgomery, Alabama. I share this to make clear that a commitment to education and to providing access is in my DNA. And though I fully recognize the myriad ways in which my experience and that of our Jewish community are different, I know something about the awful impact of discrimination, too. When I served as an intern for the House Ethics Committee, my father brought me here to Capitol Hill on my first day. As we approached the committee offices, he stopped me and said: "When I was your age, the only way someone who looked like us could cross the threshold was if he were pushing a food cart." This is part of the reason this discussion matters so much to me.

**Background on Rutgers University**

We are a university community of nearly 100,000 students, faculty, and staff, with nearly 600,000 alumni spread across the country and around the world. Founded in 1766 as the eighth college established in the American colonies, Rutgers, The State University of New Jersey, is a comprehensive, multi-campus public research institution.

Rutgers takes pride in being a public university and all that it entails. We serve New Jersey and our nation through life-changing research and clinical care, and by educating tomorrow's leaders. Our diverse student body includes a sizable percentage of undergraduates who are first-generation college students and come from low-income families. Rutgers prioritizes helping our students graduate on-time, with minimal debt, and on track to start fulfilling and successful careers.

Rutgers hosts a world-class Jewish scholarly community. We are one of only a few dozen universities in America with a Department of Jewish Studies. The Allen and Joan Bildner Center for the Study of Jewish Life, an internationally recognized leader in Jewish studies, holds public

lectures and cultural events, conducts teacher training on Holocaust education, hosts extracurricular programs for students majoring in Jewish Studies, sponsors visiting scholars, and hosts a long-standing annual Rutgers Jewish Film Festival. The Eva and Arie Halpern Hillel House and the Les Turchin Chabad House—both among the largest in higher education—sit in the heart of our Big Ten campus in New Brunswick.

Rutgers University is also home to the Miller Center on Policing and Community Resilience, which is dedicated to protecting vulnerable communities in the United States and around the world that are facing antisemitism or other forms of intolerance. The Miller Center came into existence as a reaction to the shocking rise in antisemitism in Europe and in our own country. Centers like this, committed to upholding our common humanity, can also help combat the pernicious influence that social media can have on civil discourse.

In 2020, Rutgers formed a partnership with Tel Aviv University (TAU)—one of many academic collaborations Rutgers has with universities around the world. In 2021, I traveled to Israel to sign a memorandum of understanding with TAU that created a research grant program to seed collaborations across disciplines and committed TAU to taking space at the Health and Life Science Exchange (HELIX) innovation district currently under construction next to our New Brunswick campus.

#### **Responses Following the October 7 Attacks**

The Hamas terrorist attacks on Israel and the subsequent war in Gaza have had a profound effect on the Rutgers University community. What Hamas did in brutally murdering, torturing, and holding hostage innocent Israeli victims of all ages was unconscionable and an act of terrorism. In the days following October 7, vigils were held by both Jewish and Muslim student organizations. I saw firsthand Rutgers' Jewish community suffering pain, anguish, and fear as they mourned the devastation of October 7. My heart continues to share in that pain. I too saw the concern for members of the university community with family and friends in Gaza at the vigil honoring the memory of those lost in the subsequent fighting.

I fervently hope for the sparing of innocent lives, the release of hostages, and a peaceful and just resolution to the war in Gaza as soon as possible.

Since October 7, we have prioritized the safety of our community, including through consistent communication with the Rutgers University Police Department (RUPD) and with local, county, and state level law enforcement. We have enhanced security across our campuses and increased police presence at sensitive areas. This includes increased patrols near the Hillel House and the Chabad House, and other religious and cultural spaces. The RUPD is present whenever there is a protest—around the clock if need be. We have also received briefings from the FBI on their threat assessments. We emphasize, repeatedly and consistently, how to report concerns of bias and harassment, and we are committed to following up on these reports.

Along with our efforts to ensure safety, the Rutgers administration took specific actions to support our Jewish students. We kept in regular contact throughout the year with the leaders of Rutgers Hillel and Chabad to discuss the concerns of our Jewish students and to help ensure their

well-being and security. We met with members of the Jewish Faculty, Administrators, and Staff (JFAS) organization at Rutgers to discuss their recommendations for addressing antisemitism and further supporting our Jewish students. On our New Brunswick campus, Chancellor Francine Conway formed an advisory council charged with assessing and improving campus life for Jewish students, faculty, and staff, as well as a task force to review procedures around codes of conduct and codes of ethics. Chancellor Conway also issued a forceful statement condemning antisemitism in response to the reported harassment of a Jewish student in one of our residence halls.

We have also sought to encourage dialogue. In a welcome message to all students returning to their studies in January, I wrote: “I ask you to think about how we, as members of the Rutgers community, can preserve our freedoms—how we can embrace them with the awesome responsibility they require: to be respectful and openminded, to be intellectually honest and curious, and to be civil, decent, and understanding of one another.” We’ve followed that up with programming, including a lecture series and film series on each of our campuses.

#### **Commitment to Keeping Campus Safe**

Our community members will not always agree on major social and geopolitical issues—the university should be a marketplace of ideas and competing visions—but our students should always expect to feel safe and secure. Equally important, our students, faculty, and staff deserve clear policies, reporting processes, and disciplinary support for addressing bias incidents should they occur.

To that end, a group of Rutgers administration leaders has held weekly and sometimes daily meetings since the fall to remain vigilant in monitoring student concerns. These meetings ensure that all facets—student affairs, university police, and central administration—are working together to protect and be responsive to our students.

Rutgers has been responding diligently to all reported incidents of antisemitism on its campuses. Our Office of Student Conduct thoroughly reviews and investigates bias incident reports and refers allegations of criminal conduct to the university police. Complaints that involve faculty or staff members are reviewed and, where appropriate, investigated by the university’s Office of Employment Equity. We take these matters very seriously, and bias incident reports are reviewed, investigated where appropriate, and acted upon when violations of our policies related to harassment, discrimination, disruption, and conduct have occurred.

#### **Response to Spring 2024 Protest and Encampment**

I’d like to now speak about the protest this spring and our response.

On April 29, participants in a sanctioned protest moved to the Voorhees Mall, a grassy area on the College Avenue Campus in New Brunswick. Shortly thereafter, protestors erected tents on Voorhees Mall.

Some people say I should have engaged police to clear the protest immediately and arrest those who resisted. Others say we should have listened and engaged more. The criticism from various quarters reflects the difficult, deeply felt, and divergent views of the war in Gaza. Our response to the protest was not based on viewpoint, but rather on principles.

Our guiding principles in responding to the protest were to maintain a safe and controlled environment, to protect Rutgers students, faculty, and staff and Rutgers property, and to assure that our students' academic progress—taking final exams and completing the semester—was not impeded.

These principles underpinned every decision we made.

At first the protest was peaceful, not unlike the tent protests in the same location that have been an on-again/off-again feature of the spring semester at Rutgers for twenty years or more.

On the morning of May 2, the first day of exams, the nature of the protest changed. Some student protestors had called overnight for a rally to disrupt the beginning of finals. It was at that moment that we decided the encampment had to be taken down. We notified the protestors that they had to clear the area by 4 pm or would be considered to have trespassed and would be removed. As we assembled 125 police officers that afternoon to execute on the order to decamp if necessary, the mall was becoming an unstable mixture of protestors and counter-protestors that we have seen far too often on other campuses. Some participants were our own students, faculty, and staff; others were outsiders in pursuit of their own goals and ambitions.

The university was prepared to engage police to clear the protest and arrest those who resisted. But I am grateful that we did not have to. We did not have to do so because we engaged students in a conversation that led to a peaceful resolution.

Many people have argued that Rutgers should not have engaged in discussions with the protestors. What I have said in response is that we talked with Rutgers students. They were, for the most part, New Jersey students: born in our state, educated in our high schools, and enrolled at their state university. They were not, as some have characterized them, terrorists; they were our students.

What the students asked for was consideration of several requests that concern academic and student affairs—a cultural center, trainings, course offerings. The Chancellor's Advisory Council on Arab, Muslim, and Palestinian Life, comprised of faculty, staff, and students, will address those requests. We were also asked to establish a relationship with Birzeit University. We already have one. It has been in place since 2022.

But I want to state emphatically what we did not do.

First and foremost, my administration did not agree to divest from companies that do business in Israel.

Divestment is a Board decision at Rutgers, not a presidential one, but I have nevertheless made very clear to Rutgers students my own viewpoint: I believe the Boycott, Divestment, and Sanctions movement is wrong. I think Rutgers' divestment from Israel would be wrong. I believe strongly that enlightenment comes from involvement and that lasting progress and peace are the outcomes of diplomacy and discussion.

The students also asked that Rutgers sever its relationship with Tel Aviv University. We will not do that. Period. As one member of our faculty wrote to me, our Israeli colleagues at Tel Aviv University are the last people we should be boycotting. In fact, in a separate joint venture with TAU and Hebrew University, Rutgers will be cosponsoring the US-Israel Alzheimer's Disease Conference taking place in Tel Aviv this September. Our faculty members leading this project anticipate that the conference will lead to future exchange programs in neuroscience between Rutgers and Israel.

#### **The Work Ahead of Us**

As noted earlier, I called at the start of the spring semester for civil discourse. I am the first to acknowledge that there have been too many instances at Rutgers where members of our community have failed in this regard. Some of the statements that I have heard are disgraceful and have no place at a university. Statements or actions that violate our code of conduct have been and will be addressed as such. Collectively, the vitriol represents a gaping wound in the Rutgers community, a wound that has the power to infect and cause permanent damage. I still maintain, however, that the best way to address that injury is to do everything that we can to recommit to educating our community so that it comes to understand that there is a better way to discuss and debate contentious ideas.

If ever there was a time for dialogue and a focus on civil discourse, it is now. We are in a highly polarized time, a time when you cannot turn on the TV, look at your phone, or walk into the public square without being confronted by ideas that one might find objectionable and offensive. Part of what universities do is to help the members of our community navigate that reality in the hope that they become better, stronger, and more resilient citizens. We do that by teaching people to be curious, to listen, and to engage in civil discourse.

In the days that followed our peaceful end to the student protest, thousands of people wrote to the university to express their frustration or dismay. I acknowledge their perspective. I know that many of the decisions Rutgers made, based on our experience and professional judgment as educators, have been second-guessed.

What was clear before the encampment, and what has become clearer since, is that we have work to do at Rutgers. The healing will take time, and I am committed to it. Part of this work will require addressing gaps in our Jewish student, faculty, and staff experience, and Chancellor Conway has already started that work with the wisdom and insights of her Advisory Council on Antisemitism and Jewish Life. With the assistance of the Anti-Defamation League, we will develop trainings on recognizing and combating antisemitism. Because conversation brings enlightenment, we will also talk with our Jewish students to discuss, as we did with the protestors, their own pressing issues that deserve the university's attention.

We will also apply our policies regarding student conduct, disruptions, and harassment to those who protested last month. And we will look closely at whether any of the student organizations involved should face sanctions. The university will pursue disciplinary action against those who committed violations of our policies, as we already have done in other instances.

While I acknowledge the criticisms we have received, and once again recognize the mighty tasks that lie ahead to bring about healing, I am confident in the decisions we made in ending the protest at Rutgers peacefully. Those decisions kept our students and our entire community safe, and they ensured that our students could successfully complete their studies for the semester.

In closing, let me speak briefly to the Rutgers community. I have heard you over the last several months. I have felt your care for our students. I share your frustration at injustice in our world, your pain at senseless suffering, and your desire to make Rutgers a stronger community. And I thank you for your concern and your commitment. We cannot give in to the easy path of letting our differences become our divisions. The healing will take time, and through the efforts I mentioned, I am committed to it. We are committed to it.

Thank you, and I look forward to your questions.

Chairwoman Foxx. Thank you, President Holloway. Mr. Lawrence, I recognize you for 5 minutes, and I ask you in advance to pull the mic close to you. Again, we have a very inadequate sound system right now.

**STATEMENT OF MR. FREDERICK M. LAWRENCE, SECRETARY AND CEO, THE PHI BETA KAPPA SOCIETY, WASHINGTON, DISTRICT OF COLUMBIA**

Mr. LAWRENCE. Thank you, Madam Chair, and I would like to thank the Committee for inviting me today to speak with you. My name is Frederick M. Lawrence, and I am here in my personal capacity to share my experience and thoughts as a former Law School Dean, a former University President, and a Professor of American Higher Education Law.

The past academic year has deeply challenged all stakeholders of our college and university communities, and our society at large. Images of campus protests and unrest will long stay in our minds. It is precisely at times like these that we must hold fast to the first principles that underlie the mission of American higher education, and that form the bedrock of the flourishing democratic society, and a vibrant culture.

Let me first emphasize that the safety of students on campus is critical, and it is essential. Students cannot learn if they fear for their safety. No one is permitted to threaten another. A university—it is both entitled to and required to respond to violence or threats of violence. Similarly, students do not have a right to disrupt the operations of a university unduly. For example, defacing, occupying, or blocking entry to campus buildings is not protected expression, whereas protests outside a building would be.

What should our universities do in these challenging times? When looking at any issues on campus, we always need to keep in mind that the fundamental goal of our colleges is the creation, discovery and sharing of knowledge. The intellectual challenges of campus life may come from many sources, including protest.

That is why colleges should begin by presuming expression, including protest, to be protected forms of academic freedom and a free inquiry. Again, the limits of this expression are reached when actual threats or undue disruption of the university operations are involved.

Universities must treat all members of a campus community as part of “we”, not “they.” There is no they where our students are concerned. We must encourage listening to each other, robust debate, and learning. Schools do best when they seek dialog across ideological and political differences between and among the members of the campus community, and when they share a commitment to transparent decisionmaking.

This approach is most successful when it draws on months, if not years of conversation, and engagement. I not only believe this to be true, I have seen it. I have had the opportunity to participate in the application of these principles on campus firsthand, including the recent free expression residency that was part of an ongoing campus wide engagement on issues of expression of community and dialog.

During this time, I met with Jewish and Muslim student leaders to discuss their views on the Israel Palestine conflict, and how it affected their lives. I shared personal stories of a former colleague who suffered the tragic loss of his daughter and son-in-law, when they were murdered on October 7th, and a former student, born in Gaza, whose families confronts the humanitarian crisis there.

The ensuing discussion was not easy, but I believe that the students both spoke to, and listened to each other. Campus officials have told me that these meetings continue in a spirit of cooperation, not antagonism, with the goal of advancing difficult conversations, even where there are strong feelings and disagreements about key fundamentals.

Colleges and universities exist to examine complex issues, challenges and ideas, and to provide a forum in which issues and opinions can be explored and can be debated. Freedom of inquiry and expression must include the right to protest. As we seek productive paths forward, it is worth recognizing that this is not just a campus issue.

We have seen increased polarization throughout the world, so we should not be surprised when this happens as well on our college campuses. When it does, we have the opportunity to build on the critically important work of role modeling, and of teaching how to practice free speech, not just with people who share our views, but also those with whom we disagree passionately, and yet with whom we share a community.

I thank the Committee, and I look forward to your questions.

[The Statement of Mr. Lawrence follows:]

**Hearing before the United States House of Representatives  
Committee on Education and the Workforce  
May 23, 2024**

**Opening Statement of Frederick M. Lawrence**

Thank you for inviting me to speak with you today. My name is Frederick M. Lawrence and I am here in my personal capacity, to share my experience and thoughts as a former law school dean, former university president, and a professor of American higher education law. The past academic year has deeply challenged all stakeholders of our college and university communities and our society at large. Images of campus protest and unrest will long stay in our minds. It is precisely at times like these that we must hold fast to first principles that underlie the mission of American higher education and that form the bedrock of a flourishing democratic society and of a vibrant culture.

Let me first emphasize that the safety of students on campus is critical and it is essential. Students cannot learn if they fear for their safety. No one is permitted to threaten another, and a university is both entitled to and required to respond to violence or threats of violence. Similarly, students do not have a right to disrupt the operations of a university unduly. For example, defacing, occupying, or blocking entry to campus buildings is not protected expression, whereas protests outside a building would be.

So, what should our universities do in these challenging times? When looking at any issues on campus, we always need to keep in mind that the fundamental goal of our colleges is the creation, discovery, and sharing of knowledge. The intellectual challenges of campus life may come from many sources, including protest. That is why colleges should begin by presuming expression, including protest, to be protected forms of academic freedom and of free inquiry. Again, the limits of this expression are reached when actual threats or undue disruption of the university's operations are involved.

Universities must treat all members of a campus community as part of "we" not "they" – there is no "they" where our students are concerned. We must encourage listening to each other, robust debate, and learning. Schools do best when they seek dialogue across ideological and political differences between and among the members of the campus community and when they share a commitment to transparent decision-making. This approach is most successful when it draws on months if not years of conversation and engagement.

I not only believe this to be true, I have seen it. I have had the opportunity to participate in the application of these principles on campus firsthand, including a recent multi-day "free expression residency" that was part of an ongoing campus-wide engagement on issues of expression, community, and dialogue. During this time, I met with Jewish and Muslim student leaders to discuss their views on the Israel-Palestine conflict and how it has affected their lives. I shared personal stories of a former colleague who suffered the tragic loss of his daughter and son-in-law on October 7 and a former student, born in Gaza, whose family confronts the humanitarian crisis there. The ensuing discussion was not easy, but I believe that the students both spoke to and listened to each other. Campus officials have told me that these meetings

continue in a spirit of “cooperation not antagonism,” with the goal of advancing difficult conversations even where there are strong feelings and disagreement about key fundamentals.

Colleges and universities exist to examine complex issues, challenges, and ideas and to provide a forum in which issues and opinions can be explored and can be debated. Freedom of inquiry and expression must include the right to protest. As we seek productive paths forward, it is worth recognizing that this is not just a campus issue. We have seen increased polarization throughout the world so we should not be surprised when this happens as well on our college campuses. When it does, we have the opportunity to build on the critically important work of role modeling and of teaching how to practice free speech – not just with people who share our views but also those with whom we disagree passionately and yet share a community.

Thank you, and I look forward to your questions.

Chairwoman Foxx. Thank you. Chancellor Block, you are recognized for 5 minutes.

**STATEMENT OF DR. GENE BLOCK, CHANCELLOR, UCLA, LOS ANGELES, CALIFORNIA**

Mr. BLOCK. Good morning, Chairwoman Foxx, Ranking Member Scott, Members of the Committee. My name is Gene Block. I am the Chancellor at UCLA. Thank you for inviting me here today. Let me start by affirming that all forms of discrimination, including antisemitism and Islamophobia, are antithetical to UCLA's values and corrosive to our culture.

I wish I could say that our campus has been immune to the disturbing rise of antisemitism across our country since October 7th. Sadly, that is not the case. What I can say, and what I will address today is how we have been confronting and will continue to confront this challenge.

Last summer I announced my intent to retire this July, after leading UCLA for 17 years. These are my final months of Chancellor of this distinguished institution. While I am saddened by the recent turmoil on our campus, I am also proud of our legacy as a university deeply committed to the peaceful expression of differing viewpoints.

To have a functioning democracy, we must be able to speak freely about the most consequential events of the day. As a public university, UCLA is subject to a dual legal mandate. The First Amendment obligation to protect free speech on campus, and the obligation under Federal laws to protect students from discrimination and harassment.

This balance is often difficult to achieve and has been especially difficult since October 7th. I am fully aware that many of our Jewish students have had to confront rhetoric and images on campus that any reasonable person would find repugnant. Trust me, I understand their pain. I have lived it myself.

As a Jewish kid growing up in the Catskill Region of New York with relatives who were Holocaust survivors and victims. As the former Provost of the University of Virginia, watching news coverage of neo-Nazis rioting outside the synagogue in Charlottesville, where my children were called to the Torah.

As the Chancellor of UCLA where an art show depicted me with exaggerated facial features that were reminiscent of caricatures of Jews during the Nazi era. As we all know, being an American means sometimes being asked to tolerate offensive, and even hateful speech protected by our Constitution, but there are limits.

At UCLA we draw the line when speech crosses into intimidation, threats and harassment of our community. UCLA has a proud history of peaceful protest. Before October 7th, we successfully navigated campus protests using strategies recommended by the University of California. On April 25th, as a result of a conflict that spread across universities across the country, a protest sprang up at the center of our campus testing the limits of our approach.

We are part of the University of California system. We followed University of California policy guidelines that directs its 10 campuses to only use law enforcement to remove protestors when abso-

lutely necessary to protect the physical safety of our community. Accordingly, the encampment remained.

As the encampment grew to more than 500 protestors, some of whom were not even affiliated with UCLA, it disrupted normal access to some classes. On April 28th I decided to remove the encampment after violence broke out between opposing demonstrators, and I asked for a security plan to do so.

We gave the protestors written notice that the encampment was unlawful on April 30th and instructed them to disperse. Before the necessary police resources could be assembled, assailants attacked the encampment that evening. Tragically, it took several hours before law enforcement could quell the violence.

On May 1st, with the support of the University of California's President Michael Drake, we provided protestors a final opportunity to leave. When more than 200 protestors refused police orders, law enforcement removed the encampment that night.

With the benefit of hindsight, we should have been prepared to immediately move the encampment, if and when the safety of our community was put at risk. We have since taken decisive action. I created a new Office of Campus Safety that reports directly to me. UCLA is conducting a thorough examination of our security processes.

The University of California has also engaged independent law enforcement experts to initiate a review of the confrontation, including our planning and security protocols. Finally, we will hold accountable all those engaged in violence, or violated our policies. No student should be threatened or excluded, based on their beliefs or identity.

While we will always have to strive hard to meet this obligation, we must also maintain our commitment to academic freedom and free speech, the balance is central to UCLA's educational mission. It is not always easy to strike a perfect balance, but that must be our goal. Thank you again, and I am looking forward to answering your questions.

[The Statement of Mr. Block follows:]

WRITTEN TESTIMONY OF DR. GENE DAVID BLOCK  
CHANCELLOR, UNIVERSITY OF CALIFORNIA, LOS ANGELES  
MAY 23, 2024 HEARING BEFORE  
COMMITTEE ON EDUCATION AND THE WORKFORCE  
UNITED STATES HOUSE OF REPRESENTATIVES

Good morning. Chairwoman Foxx, Ranking Member Scott, and members of the Committee, my name is Gene Block and I am the Chancellor at the University of California, Los Angeles. Thank you for inviting me here today.

Let me start by affirming that all forms of discrimination, including antisemitism and Islamophobia, are antithetical to UCLA's values and corrosive to our culture. We also take seriously our obligation to provide a safe and secure environment for our community. I wish I could say our campus has been immune to the disturbing rise of antisemitism that has occurred across our country since the horrific attack on Israel of October 7th. Sadly, it's not the case. What I can say, and what I look forward to addressing today, is how we have been confronting—and will continue to confront—this challenge.

Last summer, I announced my intent to retire this July after leading UCLA for 17 years. These are my final months as Chancellor of this distinguished institution. While I am saddened by the recent turmoil on our campus, I'm also proud of our legacy as a university deeply committed to the peaceful expression of differing viewpoints. It is my sincere belief that we cannot have a functioning democracy if we are unable to speak freely about the most consequential events of the day.

As a public university, UCLA is subject to a dual legal mandate: we have a legal obligation under the First Amendment to protect free speech on campus, as well as a legal obligation under federal law to protect students from discrimination and harassment.

This balance is not always easy to achieve. And it has been especially difficult since October 7th. I am fully aware that many of our Jewish students have had to confront rhetoric and images on campus that any reasonable person would find repugnant. Trust me, I understand their pain. I've lived it myself.

...As a Jewish kid growing up in the Catskills region of New York, in a family with relatives who were Holocaust victims and survivors.

...As the former provost of the University of Virginia, watching neo-Nazis riot outside the synagogue where my children were called to the Torah.

...As the chancellor of UCLA where an art show depicted me with exaggerated facial features that was reminiscent of caricatures of Jews during the Nazi era.

As we all know, being an American means sometimes being asked to tolerate offensive and even hateful speech protected by our Constitution. But there are limits. At UCLA, we draw the line when speech crosses into intimidation, threats, and harassment of others.

UCLA has a long and proud history of peaceful protest and demonstration. Before October 7th, we had successfully employed de-escalation strategies recommended by the University of California to address campus protests. But on April 25th, as conflict spread on universities across the country, a protest sprang up in the center of our campus, testing the limits of our traditional approach.

We followed University of California systemwide policy guidance that directs all ten UC campuses not to use law enforcement to remove protesters unless it is absolutely necessary to protect the physical safety of the community. Accordingly, the encampment was allowed to remain. As the encampment grew to more than 500 protesters, some of whom were not even affiliated with UCLA, it disrupted normal access to some classes, which impeded our educational mission. On April 28<sup>th</sup>, I decided to remove the encampment after violence broke out between opposing rallies and I asked for a security plan to safely do so. Two days later, we gave the protesters written notice that the encampment was an unlawful assembly and that we would remove it if the protesters did not disperse. But before the necessary police resources

could be assembled to remove the encampment, which had become a focal point of conflict, assailants attacked the encampment that evening. Tragically, it took several hours before law enforcement could quell the violence. With the support of the University of California's President Michael Drake, we provided protesters a final opportunity to leave that next day. But, when more than 200 protesters refused police orders to leave, law enforcement removed the encampment that night. With the benefit of hindsight, we should have been prepared to immediately remove the encampment if and when the safety of our community was put at risk.

We have taken decisive action in the wake of these events to maintain safety across campus. I created a new Office of Campus Safety that reports directly to me. Under this new unit, UCLA is conducting a thorough examination of our security processes. Additionally, an independent police consultant has initiated a review of the confrontation, including our planning and security protocols. Finally, we will hold accountable those who engaged in violence and violated our policies.

No student should be threatened or excluded based on their beliefs or their identity. While we always strive to meet this obligation, we must also maintain our commitment to academic freedom and free speech. This balance is central to UCLA's educational mission. It is not always easy to strike a perfect balance, but it must always be our goal.

Thank you again and I am looking forward to answering your questions.

Chairwoman FOXX. Thank you, Chancellor Block. Under Committee Rule 9, we will now question witnesses under the 5-minute rule. I ask members to keep your questions succinct, so the witnesses will have time to answer, and not ask a question with a few seconds left.

I now recognize myself for 5 minutes of questioning. This question is for all three of the Presidents. All of your universities have been hot beds of pervasive antisemitism. Please tell me how many students have your universities suspended, how many students have been expelled for antisemitic conduct since October 7th.

President SCHULL.

Mr. SCHILL. To my knowledge, no student has been expelled, or suspended. We have ongoing investigations, and there have been terminations of staff.

Chairwoman FOXX. President HOLLOWAY.

Mr. HOLLOWAY. We have ongoing investigations as well, but I can report that we have suspended four people, and then 19 others have experienced other levels of disciplinary consequence.

Chairwoman FOXX. Chancellor BLOCK.

Mr. BLOCK. Yes. We have, I believe, over 100 active investigations right now, evaluating 100 cases since October 7th, both antisemitism and Islamophobia.

Chairwoman FOXX. Very few students have received any kind of disciplinary action from your campuses. Now, President Shull, you said some staff have received disciplinary actions, so I will ask all three of you the same question. How many faculty and staff have you fired or suspended for antisemitic conduct, or conduct related to the pro-terror encampments since April 17th?

Mr. SCHILL. Dr. Foxx, if I might just correct the premise of your question. The fact that we did not—have not yet suspended or expelled students does not mean that students have not received discipline. There is a wide range of discipline, and discipline has been meted out to many of those students, but they have not yet—we have not yet suspended or expelled anyone. I am sorry.

Chairwoman FOXX. Okay. Staff? Staff? How many staff?

Mr. SCHILL. I do not have the precise number, but we have had staff terminations.

Chairwoman FOXX. President HOLLOWAY, staff?

Mr. HOLLOWAY. This question was since April 17th, ma'am? Is that correct?

Chairwoman FOXX. Yes.

Mr. HOLLOWAY. I do not know that we suspended anybody from the staff at that time, but we do have ongoing disciplinary proceedings.

Chairwoman FOXX. Yes.

Chancellor BLOCK.

Mr. BLOCK. Ongoing disciplinary proceedings.

Chairwoman FOXX. Okay. Mr. Schill, in your deal with the self-proclaimed “Northwestern liberated zone,” you promised to reestablish an advisory committee on investment responsibility this fall. Northwestern Students for Justice in Palestine call this, “An important step toward our ultimate goal divestment from Israel.” Will you make clear here and now that Northwestern will categorically reject any divestment, or academic boycott of Israel?

Mr. SCHILL. I will make clear that I would never recommend to the Board of Trustees divestment of anything or any academic boycott of Israel.

Chairwoman FOXX. Okay. Why did you agree to create the perception that you would do so, which encouraged other universities to cave on this?

Mr. SCHILL. That committee is a committee that preexisted. We had that committee for several years. We had already told the investment committee of the board of trustees that we would be beginning that committee, starting that committee up again in September. That was done months before the encampment. We were going to do that anyway, and there was no intent.

That is not a board committee, that is an advisory committee.

Chairwoman FOXX. Okay.

Mr. SCHILL. It has faculty, and two students, and they are not necessarily from this group.

Chairwoman FOXX. Thank you. Chancellor Block, numerous videos showed Jewish and other UCLA students being denied access to central parts of campus by encampment members who had set up unauthorized checkpoints. In some cases, the students were questioned on whether they were Zionists. Why did you fail to immediately clear these checkpoints?

Mr. BLOCK. Thank you, Chairwoman. I heard accounts of students being blocked, and we issued instructions to our staff to make sure that all walkways were free, and the students could freely pass without obstruction, and that was I believe I then sent a memo out to the entire community on I believe, April 30th, instructing that that was intolerable, and we would not tolerate the blocking of access to parts of campus.

Chairwoman FOXX. Did it stop as a result of what you said?

Mr. BLOCK. I believe it did, but we kept vigilant.

Chairwoman FOXX. Thank you. I yield back.

Mr. COURTNEY.

Mr. COURTNEY. All right. Thank you, Madam, Chairwoman, and thank you to all the witnesses for being here today. As Mr. Scott pointed out, this is our fifth hearing on this topic, which is perfectly legitimate and appropriate, but I think it is also important to remember we are an Article 1 branch of government whose job it is to authorize and appropriate the U.S. Department of Education.

The Civil Rights Division of the Department of Education just reported in 2023, they had a record number of complaints for the Department. If you go back to 2009, it is tripled in terms of the number of complaints, and a lot of those complaints involve antisemitism.

The staffing level at the Civil Rights Division of the U.S. Department of Education back in 2009 is larger than it is today. As Mr. Scott pointed out, the budget that the majority reported out last year from the Appropriations Committee for the Civil Rights Division would have cut their budget by 25 percent, which I would characterize as the equivalent of defunding the antisemitism police.

Again, I think it is our job at some point to focus on the fact that we need to beef up the ranks of that Department, whose mission it is to investigate and to curtail this type of activity. Madam

Chairwoman, I would now like to yield the balance of my time to Mr. Norcross from New Jersey.

Chairwoman FOXX. Without objection.

Mr. COURTNEY. Could I have an article admitted to the record on that report?

Chairwoman FOXX. Without objection.

[The Information of Mr. Courtney follows:]

Politico Pro

## Education Department civil rights arm received a record volume of complaints last year, new report shows

BY: MACKENZIE WILKES | 05/22/2024 03:55 PM EDT

The Education Department's civil rights arm received a record number of complaints during fiscal 2023, as the office struggles with a lean staff for investigations.

The Office for Civil Rights received 19,201 discrimination complaints — a 2 percent increase from the previous fiscal year's record high — about issues ranging from race and national origin under Title VI to sex discrimination complaints under Title IX, according to a [new 50-page report from the department](#). The office resolved 16,448 cases.

"The continued need for reminders and enforcement of these core civil rights requirements is disheartening," Assistant Secretary for Civil Rights Catherine Lhamon wrote in the report. "Yet, school communities' commitments to right what had been wrong and to support their students' full and fair access to education inspire me."

**Key context:** The record volume of complaints — which exceeded more than any number of complaints in a single year in OCR's history — last fiscal year comes as the department now faces a flood of inquiries related to antisemitism and anti-Arab discrimination under Title VI following the Oct. 7 attack on Israel by Hamas. The department has requested additional civil rights dollars for its fiscal 2025 budget to beef up its investigations staff.

In the report, the agency emphasized its efforts to address antisemitism and shared ancestry discrimination in schools last year, including its role in developing the National Strategy to Counter Antisemitism and the policy guidance the department issued on Title VI in 2023.

The number of complaints the office has received has nearly tripled since 2009, but full time staff has dropped from 629 in 2009 to 571 in 2023, according to the report. The office onboarded 60 new staff members in fiscal year 2023.

"[W]e kept pace with the high volume, resolving 16,448 cases compared to the previous fiscal year's 16,515 cases, and achieving the third highest number of complaint resolutions in OCR history," the report said. "Simultaneously, OCR managed the increasing complexity of civil rights concerns in this caseload."

The largest portion of the civil rights office's complaints were related to discrimination because of sex (42 percent), disability (35 percent) and race and national origin (18 percent).

Mr. COURTNEY. Thank you. Appreciate that.

Mr. NORCROSS. Thank you, Mr. Courtney, for yielding. President Holloway, great to see you again. For those of you who do not know Rutgers, the flagship university in New Jersey, home to nearly 100,000 diverse students, faculty, plus second highest Jewish population, close to 7,000 students, and almost 7,000 Muslim and Arabic students.

Since October 7th, there is no question that the antisemitic has increased at Rutgers. In fact, we had the conversation year over year, it could be as high as ten times what it was the year before. You and I have talked about this. In fact, I called you at 6:30 in the morning when I first heard about Rutgers “negotiating” to end the encampment, and you picked up the phone. We have had that continuing conversation.

You know, I have spent my life representing workers protesting. I know it quite well. I am a firm believer in First Amendment. That being said, as I know, and many others, there are rules. In all types of protests on college campuses, no matter what the reason is.

I participated in protests over my lifetime, and when I crossed the line, I paid the consequences. What I want to dig in today is what are those lines? When were they crossed? How you reacted—how Rutgers reacted. Specifically, the encampment at the New Brunswick Campus, concerned, it was called Vorhees Mall.

When did you first find out that there was a protest at the mall there?

Mr. HOLLOWAY. Thank you for the question, Congressman. There was a protest that had been approved in our free speech zone on campus. I think that was a Monday, sir. Then the protestors—and that is a legitimate area. The protestors then moved down to Vorhees Mall, it is about a three block walk as you might recall and started setting up an encampment.

I was learning of it as it was happening on that Monday.

Mr. NORCROSS. Was there any communication with the participants as they created, or started the encampment?

Mr. HOLLOWAY. Communication from me, sir?

Mr. NORCROSS. From you, Rutgers, Rutgers Police, any communication or did they just allow it?

Mr. HOLLOWAY. I see. No, no, no. We—for any approved protest there is a whole process people go through in order to register their space, and how they want to proceed. We have student affairs professionals, and university police, the Rutgers University Police Department, RUPD, and security.

They were engaged with those activists from the very beginning in an ongoing way.

Mr. NORCROSS. Setting the stage. This was a time of year that most students do not look forward to, it is called finals. Obviously, some of the most difficult times. Were the participants advised that the disruptions of finals in this case, or other activities would not be permitted?

Mr. HOLLOWAY. The participants, it was made clear that we were going to allow the encampment and consider it a speech act in the spirit of First Amendment free expression, but that that encampment could not disrupt university processes, could not bar people

from entering buildings, could not be disruptive in terms of excessive noise.

Mr. NORCROSS. I only have 10 seconds, and I will be able to finish the line of questioning, but certainly we are going to continue on this timeframe so we can get a better understanding. I yield back the balance of my time.

Chairwoman Foxx. Thank you, Mr. Norcross. Mr. Walberg, you are recognized for 5 minutes.

Mr. WALBERG. I thank you Madam Chairman. President Schill, your President's Advisory Committee on Preventing Antisemitism and Hate recently disbanded after 7 Jewish members of the Committee, including its Co-Chair and a University Trustee resigned in protest of your caving to the encampment's demands. You and your administration have cited the creation of this Committee as proof you are working to counter antisemitism.

The three faculty members you had appointed, two had objected to the Committee's very creation in a letter that downplayed antisemitism, and defended the phrase, "From the River to the Sea." At least two of them have supported BDS's efforts against Israel.

Question, why did you believe it was appropriate to appoint faculty members who have defended and made excuses for antisemitism, and oppress and oppose the Committee's purported mission of combating antisemitism?

Mr. SCHILL. Thank you for your question, Congressman Walberg. No. 1, I would like to just address the premise of your question. The 7 members who resigned from the Committee resigned for two reasons. They were unable to reach consensus about what antisemitism was.

Mr. WALBERG. How could they reach consensus if you have people already having made clear statements that were antisemitic, that spoke for BDS and said that from the river to the sea is a good statement?

Mr. SCHILL. They resigned because they were not consulted with respect to the negotiations.

Mr. WALBERG. Surprise, surprise.

Mr. SCHILL. They did not resign. I am sorry. Go ahead.

Mr. WALBERG. Let me ask you, will you commit to keeping off those type of members of a committee if you reconstitute this Committee as you say you are going to do?

Mr. SCHILL. I will be appointing to the task force that we are going to create faculty, staff, administrators, who I believe are committed to fighting antisemitism, and as committed to fighting antisemitism as I am.

Mr. WALBERG. We will be watching. President Schill, one of the Advisory Committee members, Jessica Winegar, has been a leader of academic boycott efforts against Israel. She is also referred to and I quote, "Zionist media," and condemned, "White liberal dialog politics." She signed a petition defending a Palestinian terrorist who murdered two Israel college students in a bombing.

Do you knowlege Professor Winegar as grossly unfit for a Committee meant to combat antisemitism?

Mr. SCHILL. I do not believe in the BDS movement. I am in print against it at my previous university, and I will not be discussing individual faculty members, or the writing—

Mr. WALBERG. You will not say that a person like her—let us not—forget her name, but a person with her principles will not be on this Commission?

Mr. SCHILL. I will be appointing people to the Committee who are committed to fighting antisemitism.

Mr. WALBERG. Your record is not that way. You also appointed the leader of Northwestern's Middle Eastern and North African Student Association to the Advisory Committee, despite the fact that in the days after October 7th, the MINA student association released the statement explicitly supporting the terrorist attack saying this, and I quote, "We resounded support Palestinian resistance to over 75 years of Israeli State sanctioned violence, and calling the terrorists killed in the attack martyrs."

Do you agree these comments are shocking and beyond the pale?

Mr. SCHILL. I will not be commenting, certainly not commenting on any student at that, in what students say.

Mr. WALBERG. I think we are hearing that there is no change going to take place at Northwestern University, relative to antisemitism. How could you possibly appoint a student who supported the October 7th terrorist attack to a committee meant to combat antisemitism?

Mr. SCHILL. I am not going to comment on the speech of our students or our faculty, or our staff. What I will say is that committee was a committee that was not just antisemitism. We tried to do something which actually turned out to be impossible.

Mr. WALBERG. Well, we saw that. We saw that very clearly. Let me just finish this. I think we have heard your response. In March, the Advisory Committee hosted the University of Michigan Professor Juan Cole to speak on Islamophobia, and "anti-Arab and anti-Palestinian" biases. Fine. Cole has made numerous antisemitic statements, including claiming that Israel "was founded on a formal racial supremacist principle that Jews must rule the State.

That quote, the only thing that Palestinians and their sympathizers can do to make Zionists happy is to bend over and allow themselves to be royally screwed. What kind of Committee on antisemitism invites an antisemite like this to speak? With that, sadly, I end my questioning. I yield back.

Chairwoman Foxx. The gentleman yields back. Ms. Bonamici, you are recognized for 5 minutes.

Ms. BONAMICI. Thank you, Madam Chair. Thank you to the witnesses. Once again, I reiterate that we must stand together against antisemitism, and do more to combat the harassment of Jewish students. There has been an undeniable rise in hate speech, including antisemitism, and Islamophobia on college campuses across the country.

Although I realize that institutions must be held accountable, continuing to schedule repetitive politicized hearings to attack college Presidents will not solve this scourge of antisemitism. We need to work with experts on antisemitism, legal scholars with expertise in the area, people knowledgeable in the field who could help us determine what the government response can and should be to the increase of antisemitism and racial hostility on campuses.

Mr. Lawrence, thank you for so clearly articulating the value of higher education, and why it is important to promote discussion in

ways that respect free speech while keeping students safe. As I have mentioned in this Committee before, the American Jewish Committee, Jewish Federations, the Anti-Defamation League and others, have expertise we can draw on.

Because this is also a Title 6 issue, let us focus as Ranking Member Scott and Representative Courtney said, on equipping the Office of Civil Rights with the resources that it needs, rather than cutting their budget, as my colleagues across the aisle have proposed.

I also want to note, as I did recently in the Subcommittee, that my colleagues across the aisle express concern about antisemitism on college campuses, but we do not see the same concern when antisemitic comments and tropes come from their side of the aisle.

For example, just a few days ago the Truth Social account of Donald Trump included an outrageous video with Nazi-like language about a unified Reich. Did any of my colleagues on this Committee call that out, and ask the candidate that most of them have endorsed, for its removal?

It baffles me that some people are opposed to antisemitism, when it is politically convenient, instead of whenever it rears its ugly head. I am also concerned about any suggestion that the first step to address a protest should be to call police. It does not work in some cases, and as both Presidents Schill and Holloway and Chancellor Block noted, oftentimes many of the people protesting are not students, further complicating the issue.

Northwestern and Rutgers both reached agreements with student protestors to address campus safety concerns, while recognizing free speech rights. These agreements involved a shared learning environment that fostered the exchange of ideas between schools and school administration, actions that are directly in line with the university's academic message and mission.

President Schill, in your testimony you discussed how you identified three options to address the encampment on Northwestern's campus. You talked a little bit about why you made the decision you did, and that talking with the students was the best option.

Will you explain how the final agreement you reached with student protestors de-escalated activities on campus, and how that worked? Did the agreement address rights or protections for Jewish or Israeli students?

Mr. SCHILL. Thank you, Congresswoman Bonamici. We looked at this. What we were experiencing with the encampment was a huge increase in antisemitic activity. We had things that we had not seen before like complaints of antisemitism jumped up. There was a sign of a Mogen David with a slash on it put on Deering Gate.

There was a picture of me with horns and blood as all of you know, that is an antisemitic trope. We made a decision, and it was making our Jewish students feel unsafe. We made a decision, those tents had to come down. Those tents had to come down. We thought about bringing in the police as an option, that option turned out to be not possible to ensure safety.

My No. 1 objective and mandate, when parents give me their children, or lend me their children, I need to keep them safe, and I am going to do everything I can to keep them safe and bringing in police because of the size of our police force, and the resources

would have endangered our police. They would have endangered our students, and they would have endangered our student affairs staff.

Then we made the decision to talk to our students, to model the behavior that we want to be engaged in, the dialog rather than force. We had a de-escalation. The tents came down right after the agreement was struck. The entire protest is now in conformity with university rules.

We also did not—there was nothing in that agreement that, just to be responsive to your full question, that specifically addressed the interests of Jewish students other than getting rid of that encampment, which was making our Jewish students feel unsafe. They could not walk through Deering Meadow. They could not pass Deering Meadow.

They were worried about the outsiders on our campus, and we were worried about the insiders and the threat that they entailed for our students.

Ms. BONAMICI. I see my time has expired. I yield back.

Mr. SCHILL. Thank you.

Chairwoman FOXX. Thank you, Ms. Bonamici. Ms. Stefanik, you are recognized for 5 minutes.

Ms. STEFANIK. President Schill, the ADL released its report card for university's responses to antisemitism, and you are aware that Northwestern was the only university whose grade was downgraded; correct?

Mr. SCHILL. Yes. I am aware of that.

Ms. STEFANIK. Is it also true that Northwestern earned an F for your failure to respond and combat antisemitism, and they called for your resignation. Is that correct?

Mr. SCHILL. I have great respect for the ADL.

Ms. STEFANIK. I am not asking your respect for the ADL, I am asking is it a fact that you earned an F, and they called for your resignation?

Mr. SCHILL. I have great respect for the ADL. I am sad that they gave Northwestern an F.

Ms. STEFANIK. It is true, you got an F. Yes. Moving on. Let me tell you why you earned an F. I want to discuss what has been referred to as the Deering Meadows agreement, your unilateral capitulation to the pro-Hamas anti-Israel, antisemitic encampment. Let us talk about what has occurred on this encampment.

Is it true that Jewish Northwest—a Jewish Northwestern student was assaulted?

Mr. SCHILL. I want to question the premise of your question.

Ms. STEFANIK. No, no, no, no. I am asking the questions. You are answering.

Mr. SCHILL. Well, my answer is not a capitulation.

Ms. STEFANIK. I am asking questions, you are required to answer. Is it true that a Jewish Northwestern student was assaulted?

Mr. SCHILL. There are allegations that a Jewish student was assaulted. We are investigating those allegations.

Ms. STEFANIK. Is it true that a Jewish student was verbally harassed and stalked to Hillel?

Mr. SCHILL. There are allegations of that sort, and we are investigating them.

Ms. STEFANIK. Is it true that a Jewish student wearing a Yarmulke was spat on?

Mr. SCHILL. All of these are allegations that are being investigated.

Ms. STEFANIK. How long are these investigations going to occur?

Mr. SCHILL. Well, if you remember the encampment was up just a few weeks ago, so we believe at Northwestern in due process. We believe in investigations. We believe—

Ms. STEFANIK. When are the investigations going to be finalized?

Mr. SCHILL. I am not going to be able to tell you that. They will be finalized when the conduct office and the Title 6 office, which are well on this issue come up with—

Ms. STEFANIK. This is why you have earned an F. Is it true that a Jewish student was told to, “Go back to Germany and get gassed?”

Mr. SCHILL. I have heard that alleged. Again, it is being investigated. We will investigate any claim of discrimination or harassment.

Ms. STEFANIK. A zero, but it is a fact you said that there have been zero suspensions, zero expulsions.

Mr. SCHILL. Thus far, with lots of investigations on their way.

Ms. STEFANIK. You said something that was very important. You said we did not give into demands, but the commitments we made as part of the Deering Meadows agreement, you said the word “commitments.” Let me talk about those commitments. One of those commitments was funding two visiting Palestinian faculty for 2 years. Is that true?

Mr. SCHILL. This is part of a program that we have had. We have used it with Afghanistan, Ukraine, it is for war torn countries.

Ms. STEFANIK. Is it true? I am asking you. Okay. The other one is you will fund the full cost for five Palestinian undergrads?

Mr. SCHILL. That is also part of the program sponsored by our Buffett Institute. It is not a new program. It exists for people whose education and research has been interrupted.

Ms. STEFANIK. It was announced as part of the Deering Meadows agreement, is that correct?

Mr. SCHILL. It was part of it was a goal set, our fourth in the Deering Meadow agreement. It will also include people from Israel.

Ms. STEFANIK. Who was consulted? Who was consulted when you embarked on the Deering Meadows agreement? Was the President's Advisory Committee on Preventing Antisemitism and Hate consulted?

Mr. SCHILL. That was not within the purview of the antisemitism and other forms of hate committee.

Ms. STEFANIK. Was Northwestern's Board of Trustees consulted?

Mr. SCHILL. The Chair of our Board was consulted.

Ms. STEFANIK. Not the entire Board of Trustees?

Mr. SCHILL. Our Board of Trustees has over 120 members.

Ms. STEFANIK. Is it a fact that members of the Board of Trustees expressed dissatisfaction with your failure to consult them?

Mr. SCHILL. There has been some members of our Board of Trustees who have expressed dissatisfaction that they were not part of the decisionmaking.

Ms. STEFANIK. Did you consult with the General Counsel of Northwestern, or an outside counsel on the Deering Meadows agreement before it was agreed to?

Mr. SCHILL. Yes.

Ms. STEFANIK. Are you aware that Board members asked you this question, and you said that you had not consulted?

Mr. SCHILL. Not the outside counsel, the General Counsel of the University was part of my team managing this problem.

Ms. STEFANIK. Did you consult with two members of the Advisory Committee that I referenced previously, the anti-Israel Professor Jessica Winegar, and the Kellogg Professor Nora Catelli? Were they consulted on the Deering Meadows agreement?

Mr. SCHILL. I consulted with several members, including them, but also including the Hillel Director, and also including the Chair of the Committee.

Ms. STEFANIK. Talk about the Hillel Director consultation. Is it true that you asked the Hillel Director whether it was possible to hire an anti-Zionist Hillel, head of Hillel, Rabbi?

Mr. SCHILL. I did not. I absolutely did not. I would never hire anyone based upon their views of being Zionist or anti-Zionist, that is not what I do. That is not what a great university does.

Ms. STEFANIK. That is not according to the whistleblowers that have come forward to this Committee.

Mr. SCHILL. I cannot say who has talked to you or not talked to you, but I can tell you the truth.

Chairwoman FOXX. Ms. Stefanik, your time has expired.

Ms. STEFANIK. I can assure you many people have spoken to this Committee.

Mr. SCHILL. Thank you.

Chairwoman FOXX. Mr. Takano, you are recognized for 5 minutes.

Mr. TAKANO. Thank you, Madam Chair. Thank you to the witnesses for being here today. I will begin with a few questions for the current Presidents. If you would please just answer with a yes or no if possible. My first question is should colleges and universities be places where the right to free speech and free exchange of ideas is protected, President Schill?

Mr. SCHILL. Yes.

Mr. TAKANO. Mr. Holloway.

Mr. HOLLOWAY. Yes, sir.

Mr. TAKANO. Chancellor Block.

Mr. BLOCK. Yes, sir.

Mr. TAKANO. At the same time do colleges and universities have an obligation to keep students safe from harm, and ensure that they are able to study and attend class without impediment, President Schill?

Mr. SCHILL. Absolutely.

Mr. TAKANO. President Holloway.

Mr. HOLLOWAY. Yes, sir.

Mr. TAKANO. Chancellor Block.

Mr. BLOCK. Yes, sir.

Mr. TAKANO. Have your schools taken substantive steps to eliminate discrimination, including antisemitism as defined by Title 6, President Schill?

Mr. SCHILL. Yes, but we need to do more.

Mr. TAKANO. Got it. President Holloway.

Mr. HOLLOWAY. I agree with Mr. Schill in the same way, yes. We are always a work in progress, and we are committed to it.

Mr. TAKANO. Chancellor Block.

Mr. BLOCK. I would say the same. We have made progress. We have programs, and we need to do more.

Mr. TAKANO. Great. The University of California Riverside, which is in my District, was the first school in the UC system to reach a peaceful resolution with student protestors. Students had set up an encampment on Monday, April 29th, and following negotiations between college administration and the leadership of the protest, the encampment was dissolved peacefully within a week without a single arrest.

Chancellor Wilcox, Kim Wilcox, announced the terms of the agreement in a letter to the UCR community. Classes and final exams continued, and the commencement ceremony will be in just a couple days. My university is leading by example, but my republican colleagues are characterizing any agreement made between university administrators, and student protestors as “conceding to the mob.”

Mr. Lawrence, in your experience as the former President of Brandeis University, what are the hazards of immediately punishing campus protestors, rather than opening a dialog between administrators and students?

Mr. LAWRENCE. Thank you for the question, Congressman. There are two main concerns here. One, we always have to remember that even in these tense moments on campuses, we are an educative institution. We are educators, so the goal is to engage with students to the extent possible, as part of the education process of all of the issues that are involved.

Second, and regarding safety, we are always looking to try to find ways to de-escalate conflict to the extent possible. Understand that sometimes that is not going to be possible, and sometimes there are consequences that have to be pursued down the road, but you do not start that way. You start trying to de-escalate the conflict.

In my experience reaching out to the students, to all of the stakeholders, and trying to build dialog first with the administration and the students, and then among and between the students is the best way to reduce conflict.

Mr. TAKANO. Dr. Schill, was the encampment at Northwestern dismantled peacefully?

Mr. SCHILL. Yes, it was.

Mr. TAKANO. Were there any arrests?

Mr. SCHILL. There were no arrests needed.

Mr. TAKANO. Dr. Holloway, the same question. Was Rutgers encampment dismantled peacefully?

Mr. HOLLOWAY. Yes, it was, sir.

Mr. TAKANO. Were there any arrests?

Mr. HOLLOWAY. No. There were not.

Mr. TAKANO. Dr. Schill, did the agreement Northwestern came to with the encamped students—did that agreement remove any rights or protections for Jewish or Israeli students?

Mr. SCHILL. No. It actually gave them the ability to feel safe on campus because it was no longer there.

Mr. TAKANO. Dr. Holloway, did Rutgers agreement remove any rights or protections for those students?

Mr. HOLLOWAY. No, sir. There is no diminution of rights and protections for Jewish students.

Mr. TAKANO. I will say looking at the UCR agreement, I do not see that any rights were abridged or removed for Jewish or Israeli students either. Chancellor Block, UCLA's unfortunate contrast to what happened at Rutgers and Northwestern. Tensions exploded into an incident that lasted several days, led to arrests of many, maybe hundreds of arrests, and put students in the hospital.

In hindsight, do you—or could you or your administration have done anything differently to prevent things? As Mr. Lawrence said, sometimes it is not possible, but in hindsight might there have been another approach?

Mr. BLOCK. Thank you to your question. You know always, we will review. We are going to review all of our incidents, and to see whether there was another pathway. We tried very hard to find an offramp for a student protester, so they could leave the encampment. It was not to be. Safety became an issue for the whole community, and we had to ask all the encampment members to leave the encampment.

Mr. TAKANO. Can you tell me just how much time was actually spent negotiating with the students, or dialoguing? I mean was that possible.

Mr. BLOCK. Attempt was made first through intermediaries, through faculty, and then eventually our Executive Vice Chancellor and Provost actually sat in the encampment and discussed potential solutions, and was unsuccessful, so there was a real attempt for discussion, but unfortunately was not successful.

Mr. TAKANO. Well, thank you. I yield back Madam Chair.

Chairwoman FOXX. Thank you, Mr. Takano. Mr. Allen, you are recognized for 5 minutes.

Mr. ALLEN. Thank you, Madam Chairman, and first I would like to ask each one of you the answer of the day is under investigation. What are these students doing while they are being investigated? Are they still attending classes? Are they still demonstrating? Are they still involved in this intolerable behavior on campus? Real quickly, what are you—are they dismissed from the university until the investigation is complete? Tell me what is going on there, Dr. Schill?

Mr. SCHILL. I cannot say for specific students what they are doing, but we are still in session. We began—

Mr. ALLEN. Okay. They are still attending classes, and we do not know if they are still involved in protests and everything else. Dr. Holloway, what about your university?

Mr. HOLLOWAY. We had a very successful and quiet commencements 2 weeks ago, and students who are under disciplinary review are not on our campus. There is no protest at this time.

Mr. ALLEN. Dr. Holloway, what are you doing to those students who are under investigation?

Mr. HOLLOWAY. Was that to me, sir?

Mr. ALLEN. No. I cannot see the camera, Dr. Block, Chancellor Block?

Mr. BLOCK. During this period of time students are still attending classes. I should emphasize there is no encampment, and there have been no demonstrations that are problematic.

Mr. ALLEN. Dr. Block, Section 185 of the California Penal Code outlaws wearing a mask to evade identification in committing a public offense. Why have you not banned the wearing of masks on your campus in accordance with California law?

Mr. BLOCK. Well, we are still apparently allowed to wear masks for COVID protection, and students continue to wear them.

Mr. ALLEN. Those are medical masks.

Mr. BLOCK. Medical masks.

Mr. ALLEN. Right. These are not medical masks. You are allowing this behavior?

Mr. BLOCKS. We have allowed masks on campus, although we have a policy they should be unmasked, but during the time of COVID we allowed medical masking, and we've continued to allow that.

Mr. ALLEN. I will yield to Ms. Stefanik the remainder of my time.

Ms. STEFANIK. President Schill, you talked about you said there is been a wide range of discipline after testifying there have been zero suspensions, zero expulsions. You said discipline has been meted out. How has discipline been meted out?

Mr. SCHILL. Discipline has run the gamut that is the discipline that is already completed, run the gamut from meetings with Student Affairs staff at the very lowest level of severity, up to disciplinary probation, which means if there is another offense, students will be expelled or suspended.

Ms. STEFANIK. You testified when I asked about the Deering Meadows agreement with the visiting Palestinian faculty members, is it true that the university committed to fundraise above and beyond its current commitment as part of the Deering Meadows agreement?

Mr. SCHILL. I did not commit. I do not know who told you that.

Ms. STEFANIK. Well, I am reading it from the statement put out by the university that says, "The university commits to fundraise to sustain its program beyond this current commitment." I am reading your words put out by your office.

Mr. SCHILL. That is a program that is not just about the Middle East. That is a program that is about war torn areas, all across this world. Ukraine for example would be one.

Ms. STEFANIK. Is it a fact that that was part of the agreement to increase the commitment to that?

Mr. SCHILL. I do not think the agreement increased the commitment.

Ms. STEFANIK. It did. I am reading it for you. You put this out from your office, "The university commits to fundraise to sustain its program beyond this current commitment." Is that no longer part of the Deering Meadows agreement?

Mr. SCHILL. When I hear, "beyond this commitment."

Ms. STEFANIK. I am reading what your office put out.

Mr. SCHILL. Are you asking me to interpret what my office put out, or are you just reading it?

Ms. STEFANIK. Well, I am asking you—is that the fact? What does beyond this current commitment mean?

Mr. SCHILL. What I read that to be is beyond this current commitment, the rest of the world and over time.

Ms. STEFANIK. That is not—it is specifically focused on the Palestinian faculty members. Let me ask you this.

Mr. SCHILL. We are also going to be including Israeli faculty members.

Ms. STEFANIK. It does not say that in the commitment. Why did you not include Israeli faculty members when you put out the Deering Meadows agreement?

Mr. SCHILL. Because, the Deering Meadows agreement, which actually I never called it that, but the Deering Meadows agreement was just a framework of an agreement that was reached with students at four o'clock in the morning.

Ms. STEFANIK. At the pro-Hamas encampment.

Mr. SCHILL. If you would like to see the entire program, go on our website and that will explain it to you, and you will see it does not violate Title 6.

Ms. STEFANIK. No. I am asking you about what the university put out. There is no mention of Israeli students, or Israeli faculty. Is that the case?

Mr. SCHILL. In the agreement that we reached that there were not Israeli students there or Jewish students there.

Ms. STEFANIK. Because they were not consulted. Is that the fact? Jewish and Israeli students were not consulted?

Mr. SCHILL. Jewish and Israeli students were not consulted with respect to the agreement, and it would have been impractical to do that, Representative Stefanik, with all respect.

Ms. STEFANIK. Exactly, yield back. Exactly. Yield back.

Chairwoman FOXX. The time has expired. Dr. Adams, you are recognized for 5 minutes. I am sorry. Mr. Norcross, you are recognized for 5 minutes.

Mr. NORCROSS. Thank you, Madam Chairwoman. To pick up where we left off, and the premise behind this is we were talking about the encampments, or the beginning protests. You know, what were those lines?

When were they crossed, and how you reacted, so just to bring back context, and certainly understanding that, you know, since that time you have, and I certainly had met with students, instructional staff quite frankly the union of the professors.

One of the issues that comes up, and they are bringing to my attention is when the students, Rutgers Students for Justice in Palestine became—they began to issue “Fuck Finals call” which right in the middle of finals for an emergency protest at 7 a.m. on the second.

Obviously this is a heightened, from what you suggested was peaceful protest, to something that is going to interfere with the ability of students to either attend their finals, feel threatened. Why did you not order an immediate removal of the encampments, once you learned that the participants were going to try to disrupt the finals?

Mr. HOLLOWAY. Thank you for the question. On the day of, I woke up probably around 6:15, and that is when I discovered the

Instagram post that you are referencing, sent out by SJP. Within minutes I was in touch with my leadership team, and I would say roughly by 6:30 we were all on a Zoom talking about the situation. At that time that I said that the encampment had to go down, this is a wild violation of—across the line, to use your language sir.

A wild violation. We decided then to take the encampment down. In order to do so, in talking with the Chief of Police at Rutgers he said that the process would take a few hours to make sure that a sufficient number of police there—that it could be done safely.

Mr. NORCROSS. I assume you were in consultation, this is the Rutgers Chief of Police. Did you consult with your Board of Governors, or with lawyers that you have on staff or others?

Mr. HOLLOWAY. Our General Counsel was in that group that I was referencing. The Chief of Police was dialed in at all times. We were engaged with him directly. The Board of Governors, I was in touch with the Chair and Vice Chair, not at 6:30 in the morning, but at a reasonable hour for them to give them a head's up as to what was happening.

Mr. NORCROSS. Is this when the negotiation started with the protestors?

Mr. HOLLOWAY. The protestors—I discovered that they had sent in a list I think on Tuesday, sir. This is Thursday that I am talking about, sent in the list on Tuesday. Then the Chancellor of New Brunswick, who runs that campus on a daily basis, she and my Chief of Staff talked with four representative students on Wednesday, and then this is the day before finals began, and the agreement was made then that we will be happy to talk with you, but this encampment cannot be disruptive—

They cannot block access. It cannot be raising noise. It needs to be silent because we have final exams tomorrow. They agreed to that. Then the next morning we discovered that they had broken that agreement.

Mr. NORCROSS. The negotiations then were taking place while the encampment was still there? I am just—is that correct?

Mr. HOLLOWAY. Yes. I mean yes.

Mr. NORCROSS. Knowing that, and the—I will call it the agreement that was reached with the protestors, after that why did it take so long to remove the encampment, even after the deal was done?

Mr. HOLLOWAY. The students asked for another meeting on Thursday morning. That is when they learned that I had already given the order to take the encampment down. They had hoped that we could have some further conversation on different points. I am like well, if you want to talk anything, you have got to agree to have this encampment down.

We extended the timeline to four o'clock, and that was a matter of public safety, sir. In talking with regular engagement with the Attorney General of the State of New Jersey, when we sent out a request for mutual aid, they needed more time to make sure there were proper police there, proper mounted police.

We had 125 police mustered ready to go by early afternoon.

Mr. NORCROSS. I think I heard you say you spoke with the Attorney General.

Mr. HOLLOWAY. Yes, sir.

Mr. NORCROSS. Why was he brought into this?

Mr. HOLLOWAY. As I discovered sir, that when—I did not know it at the time. When police asked for mutual aid in the State of New Jersey, and they ask for more assistance, that request ultimately lands with the Attorney General's Office, sir.

Mr. NORCROSS. What was his reaction, or suggestion that you do? Take it down immediately? Wait? Go?

Mr. HOLLOWAY. He wanted to make sure that we had given, since we had allowed them to be there as a speech act, he wanted to make sure we would give them proper notice to trespass—that they were now in trespass, and then allow time to disperse.

Mr. NORCROSS. The Attorney General said wait until we tell them they are trespassing? Okay. I yield back the balance of my time. Thank you.

Chairwoman Foxx. I am going to say to the members when I start hitting the gavel, I want to be respectful to the witnesses answering questions, but if I hit the gavel, no more questions. Okay. Thank you. Mr. Banks, you are recognized.

Mr. BANKS. President Schill, have you had any conversations over the last year about leaving the Big 10 Conference?

Mr. SCHILL. No. No conversations.

Mr. BANKS. The Big 10 Conference? No consideration, no conversations?

Mr. SCHILL. No. We are proud to be in the big 10 Conference. We are proud of our football team, and we are proud of being the charter member of the Big 10.

Mr. BANKS. Are you fully committed to remaining in the Big 10 Conference?

Mr. SCHILL. We are fully committed to remaining in the Big 10 Conference.

Mr. BANKS. Last year you fired the popular football coach, coach Fitzgerald, after allegations of hazing in the locker room. You hired a law firm. You spent hundreds of thousands of dollars to do that.

That law firm came back with a recommendation to give a 2-week suspension of the football coach because there was no credible evidence that he was aware at all of the harassment, or the hazing allegations in the locker room. You issued that 2-week suspension, correct.

Mr. SCHILL. I feel like this is a matter, as you know, the former coach Fitz is suing us, and you are asking for facts, and your premise is inaccurate, but I do not think—

Mr. BANKS. Do not accuse me of that. That is outrageous.

Mr. SCHILL. Well, it is wrong what you just said.

Mr. BANKS. Let me get to my point.

Mr. SCHILL. Okay.

Mr. BANKS. I think your performance here has been very embarrassing to your school. After 72 hours, you gave him a 2-week suspension, and then you received a lot of backlash from the left wing mob, including a letter from six professors who attacked you and said that was not good enough. By the way, three of those professors were also—they also attacked you later for creating the Committee on Antisemitism and Hate. You responded to that left wing backlash, as well.

Then you fired the popular football coach 72 hours later after you originally gave him a 2-week suspension. Here is what is relevant, Mr. President. You said that the decision to originally suspend Coach Fitzpatrick was mine and mine alone, as is the decision to part ways with him. It is your decision, your decision alone.

Let me ask you about Stephen Thrasher. He is one of the goons in the photo behind me. He is a Professor of Journalism at Northwestern. He and several of your faculty members locked arms, they scuffled with police officers, blocked the police officers on your campus from doing their job. Do they continue to teach students at Northwestern University after this embarrassing incident?

Mr. SCHILL. I will not comment on individual faculty members, nor on matters—

Mr. BANKS. Is it your decision, and your decision alone to allow those professors to continue to teach students on your campus?

Mr. SCHILL. We believe in due process at Northwestern University.

Mr. BANKS. You believe in due process except for the decision that you made about Coach Fitzgerald.

Mr. SCHILL. We followed the contract, that was the process.

Mr. BANKS. Have your cake and eat it too.

Mr. SCHILL. We had an investigation, but I do not—I am not going to go on and on about that.

Mr. BANKS. Is it okay for faculty members at Northwestern University to scuffle with police officers to lock arms, and prevent police officers from doing their job? You said in your opening statements that this encampment was responsible for antisemitic behavior that made Jewish students feel unsafe to go to class. Is it okay for faculty members? Is it okay? Do they get away with that at Northwestern University?

Mr. SCHILL. I am not going to comment in ongoing investigations and faculty personal matters.

Mr. BANKS. Unbelievable, unbelievable, President Schill.

Mr. SCHILL. At the university and that is confidential.

Mr. BANKS. That those faculty members would continue to have a job. Thrasher, by the way, is something of a professional prognosticator. In fact, he went to Columbia University to participate in their encampment, and you pay his bills. You are responsible for Stephen Thrasher's activities, which is really crazy.

Let me ask you this. Are the Houthis, and is Hamas a terrorist organization?

Mr. SCHILL. Everything I know suggested that Hamas is a terrorist organization.

Mr. BANKS. Is it okay for professors or faculty members at Northwestern University to praise Hamas or the Houthis? Hamas, by the way, responsible for the attacks on October 7th that killed over 1,000 Jews and Israelis on the very terrible dark day in Israel. Is it okay for your faculty members to praise Hamas and the Houthis?

Mr. SCHILL. Are you saying okay meaning is it something that I would do, or are you saying, okay?

Mr. BANKS. No. Do you allow your professors here, and faculty members to do that?

Mr. SCHILL. Our professors and our faculty members have all of the rights of free speech that—

Mr. BANKS. I would like to submit these statements for the record, Madam Chair, of faculty members at Northwestern who have praised Hamas and the Houthi's, and by the way is it okay for faculty members, teachers to tell their students to go to these the encampments, or coerce them, push them, toward that type of political behavior to go participate and lock arms with the encampments, and maybe tie their grades to that, or make them feel like that that's something that they should participate with?

Mr. SCHILL. May I answer, Chair?

Chairwoman FOXX. You may answer.

Mr. SCHILL. Thank you. Our faculty members, no one at our school may engage in discriminatory, harassing, or intimidating behavior.

Mr. BANKS. Madam Chair, I want to submit this for the record as well, these comments, 4 billion dollars have gone to your university. We should not give you another taxpayer dollar for the joke your university has become.

Chairwoman FOXX. Mr. Banks, your time has expired. Without objection, your material will be submitted for the record.

[The Information of Mr. Banks follows:]

## CRAZY PROFESSOR QUOTES

- **Sami Hermez**, Associate Professor and Director of the Liberal Arts Program at Northwestern University-Qatar
  - Commenting on footage of Hamas terrorists battling IDF soldiers in Gaza, Hermez posted: **“Bravery until the last breath” – May 18, 2024**
  - Repeatedly downplayed antisemitism
  - **“If there is a rise in blanket attacks on zionists of all spectrums, that's not the fault of students or antisemitism, it's the fault of zionism and Israel.”**
  - Glorified Palestinian Islamic Jihad:
    - Hermez authored *My Brother, My Land: A Story from Palestine*, a narrative ethnography focusing on Sireen Sawalha and her brother Iyad, who joined the terror group Palestinian Islamic Jihad (PIJ) during the First and Second Intifada.
    - The book is highlighted on the NU-Q website where Hermez is quoted as saying, “I set out to tell a story of life in a Palestinian village and a story of Palestinian resistance.”
- **Khaled Hroub**, Professor in Residence in the Liberal Arts Faculty at Northwestern-Qatar
  - Wrote “Hamas: A Beginner’s Guide” to whitewash terrorist group. Excerpt: **“I see Hamas as a natural outcome of un-natural, brutal occupational conditions.”**
  - On October 16, 2023 NPR interview, sparked significant controversy by saying **“he had not seen any credible media reporting” that Hamas had killed women and children in its October 7th attack on Israel.**
    - NU condemned “any attempt to minimize or misrepresent the horrific killing of Israeli civilians by Hamas”
  - **On October 7, posted on FB: “This October is overflowing with surprises: the immense and latent ability of the people who do not surrender, the skill of its resistors and youth in organizing a strike that defies the strongest military and intelligence power.”**
  - October 10, 2023: Facebook, translated: **“It is the time of the third intifada in the West Bank...** This alone will change the equations and sweep away the occupier.”
  - October 25, 2023: Facebook post, translated: “America declares war on Palestine and the Palestinians: Every honorable person in the whole world must boycott American goods.”

## PROFESSORS SUPPORTING PROTESTORS

- **Marquis Bey**, professor of Black Studies: Cancelled class for protest
  - "Class canceled today. May seem of y'all, if not many of you, today at the Rock [protest site]... Always and forever and perpetually, without fail, in coalition and solidarity. Y'all engage in the work in whatever way y'all can. (Imagine a fist here. Can't do emojis on this.)"
    - Author of *Black Trans Feminism* and *Cistem Failure: Essays on Blackness and Cisgender*
- **Maximiliano Cervantes**, graduate student lecturer:
  - Emailed students that "class will be canceled tomorrow. I welcome everyone to join in front of Deering during class. This is relevant to Professor Feldman's lecture on art and action."
- **Isaac Vazquez**, art history lecturer:
  - Moved lecture to encampment:
  - "In light of artist tradition, studies, activism, and movements, tomorrow discussion will be held in Deering Meadow... If you're already there, I'll see you."
- **Jesse Yeh**, assistant law professor:
  - Allowed students to skip class to protest
  - "need to miss class or need extension on your assignment for any reason... This includes if you need to miss class for an extended period of time to exercise your right to protest... In Solidarity."
- **Nick Winters**, assistant professor of classics:
  - Cancelled class in solidarity with strike:
  - "As many of you know, a strike has been called today for Northwestern students and faculty. I am therefore canceling our class."

Chairwoman Foxx. Ms. Jayapal, you are recognized for 5 minutes.

Ms. JAYAPAL. Thank you, Madam Chair. Free speech and the right to protest are foundational to our democracy, and upholding these rights without allowing them to be twisted into weapons of hate is no easy task. Nowhere perhaps is it more difficult than on college campuses, places that help students to think, to engage, to broaden their mindsets, and to express their ideas without violence or intimidation.

Antisemitism, Islamophobia, anti-AAPI hate, LGBTQIA hate, and indeed all forms of hatred have no place in our society, including on college campuses. The history of protests on college campuses is mirrored in today's history in today's protests. As college administrators, protecting all of your students, and allowing your campuses to remain as communities of free debate is your responsibility.

Instead of using these hearings for political bullying purposes, which is what the majority seems to do. If you want to be embarrassed about something, perhaps be embarrassed about the fact that this majority has not been able to govern in this cycle without being saved by democrats.

I for one, am interested in hearing and learning about what successful negotiation and de-escalation looks like in the context of protecting students and free speech. Mr. Schill, I am a proud MBA graduate from the Kellogg School at Northwestern University. In fact, many of my courses were about negotiation and mediation.

You have described college Presidents as being between a rock and a hard place in a recent op-ed, and certainly we see that. I agree completely with your eloquent comments on the need to fight the scourge of antisemitism on our campuses, and everywhere, and I appreciate your own lived experience, and your work to do that.

You did not mention other forms of hate that have also risen against Palestinian, Arab and Muslim students on your campus. Do you have the same level of commitment to fight that kind of hate against those students, and can you tell me what efforts you are taking to address safety concerns for those communities?

Mr. SCHILL. Absolutely. Any form of hate, any form of discrimination or harassment based upon Title 6, or other rules at the university, we will investigate any complaints, and we have gotten complaints that sound in Islamophobia. We will investigate them. We will also protect all of our students, whether on campus or off campus.

We will connect and communicate. I had a dinner for 45 Jewish kids, and I asked them about what they needed. I had a dinner for Islamic students and asked them what they needed. We are a university—these are all of our students. These—everyone is part of our community, and I owe an obligation.

My No. 1 obligation is public safety and is their safety because if you do not feel safe, you cannot learn. That is what Northwestern does better than any other university, as you know, because you are an alumna, it teaches, and it does research, and it creates an environment for learning.

Ms. JAYAPAL. Thank you. You commented some on this, but I wanted to know if you had more to say about the options and the

outcomes that you considered before choosing negotiation. You were actually successful in ending your college's encampment by peacefully negotiating with the protestors. Did you have anything you wanted to add about what you were considering as you decided to take that course of negotiation?

Mr. SCHILL. As I said, we had to get the encampment down. We needed to—the police solution was not, No. 1, not going to be available to us to keep people safe, but also may not be the wise solution as we have seen at some other universities around the country.

We found, and we were fortunate to have students who were willing to negotiate, and were willing to give up their demands that they came into us for. Their No. 1 demand was divestment. We said no. We said absolutely not. We said nothing that singles out Israel.

Then we said let us think about what will make the university stronger. What will be important for your community, and then we came to this agreement over time hearing what their needs are. I would do that, I would listen to the needs of any community, and I have to say most of these things we had already been in communication with our Muslim students. For example, the House for Muslim students and MINA students, that was already in conversation. For a year they had no place to pray, they had no place to eat and celebrate Ramadan.

That was something that we accord to our Jewish students, to our Catholic students, to our Lutheran students. We want to meet the needs of our students where they are, and that is what the agreement ended up being.

Ms. JAYAPAL. I really appreciate your focus on negotiation, and a peaceful resolution, and protecting all students. Thank you, President Schill.

Mr. SCHILL. Thank you.

Ms. JAYAPAL. I yield back, Madam Chair.

Chairwoman FOXX. Thank you, Ms. Jayapal. Mr. Owens, you are recognized for 5 minutes.

Mr. OWENS. Thank you, thank you very much. I am going to start off by saying that courage and leadership finds itself in the moment, and I must say as a nation we are seeing that it was not available. We did not see that in these college campuses. What I think we are looking for was strength, fairness to all, including our Jewish students, wisdom, and the recognition that hate cannot be negotiated with.

I am really curious, I am trying to understand how you have negotiations. By the way, President Schill, would you have the same patience, the same strategy if these were KKK white supremacists that we try to negotiate that was actually attacking and intimidating black people? Would you have the same patience with that?

Mr. SCHILL. Representative Owens, thank you for the question. I am not going to engage in hypotheticals like that. That has not happened.

Mr. OWENS. No, no, this is how you deal with hatred. I am trying to give you a kind of understanding that with college Jewish students. If it was black students against the KKK, instead of pro-

Hamas, would you deal with them the same exact way as you dealt with these students?

Mr. SCHILL. I am not going to engage in—

Mr. OWENS. All right. The answer is no. Okay. Let us move on. I will just say this, it is striking that you decided to negotiate a sweetheart deal with pro-Hamas students, and profess to deny October 7th, either they died, they celebrated, or they simply do not care. I look at that as pure evil.

Mr. Schill, now how much money has Northwestern University, received from Qatar sources, including Qatar connected entities at the Qatar Foundation?

Mr. SCHILL. The amount that we have received from the Qatar Foundation to fund our campus in Qatar, all of the resources that we have gotten, there has been a lot—

Mr. OWENS. I am not—I am looking for short answers. I only have about 3 minutes left so please, okay, so how much?

Mr. SCHILL. I do not have the dollar numbers. You have the check that says—

Mr. OWENS. Oh yes, let us say between 500 and 700 million you have got, okay?

Mr. SCHILL. You have the check that says that amount. Every dollar has gone to the operation of the campus, or the management of the campus.

Mr. OWENS. Would you mind, I would like to have a complete, transparent accounting to just how much exactly is coming from this. Now, are you aware that this is the same Qatar government that is partnered, that currently harbors the leaders of Hamas and estimated to have given the terrorist organization of Hamas about 1.8 billion dollars. Are you aware of that, Qatar?

Mr. SCHILL. They are harboring those leaders at the—with the knowledge the U.S. Government supports that and has supported that.

Mr. OWENS. I am just asking a question, yes, or no, yes, or no? Are you aware that 1.8 billion has been given to Hamas from Qatar?

Mr. SCHILL. Pardon me?

Mr. OWENS. Are you aware that terrorists have given—that Qatar has given to terrorism 1.8 billion dollars to Hamas?

Mr. SCHILL. I—this is not my area of expertise.

Mr. OWENS. Okay. All right. You are not aware. Okay. Are you aware that the Iranian officials traveled in and out of Behar to meet with Hamas?

Mr. SCHILL. This is not in my area of expertise.

Mr. OWENS. Okay. Do you think if this was true, do you think it would be a good idea for the university, Northwestern, to partner with a government that harbors terrorist Hamas, and Iranian hostages, who help fund terrorism. Yes, or no?

Mr. SCHILL. I am not going to engage in yes or no answers.

Mr. OWENS. Okay. Obviously, you do not have a problem with that. Northwestern's School of Journalism is a form of—

Mr. SCHILL. I really am offended by you telling me what my views are.

Mr. OWENS. I am sorry. My time. My time. A former partnership with a Qatar media outlet, Al Jazeera, did you know that?

Mr. SCHILL. I am sorry?

Mr. OWENS. Did you know that Northwestern School of Journalism has a former partnership with Al Jazeera?

Mr. SCHILL. I in fact just found out about that last week.

Mr. OWENS. Okay. Well, let me tell you, let me make you aware of then because Al Jazeera, because of their pro-Hamas reporting, the Secretary of State, Anthony Blinken, asked the Qatar Prime Minister to tone down, as there was anti-Israel incitement. It was Israel, Saudi Arabia, Jordan and Egypt that have blocked Al Jazeera because of their pro-Hamas mouthpiece.

My understanding is that you have a contract with the Qatar allegation that expires at the end of 2027–2028 academic year, which now that you know about Qatar, would you be willing to—are you going to still renew that contract?

Mr. SCHILL. The review of that contract is being done by the Provost Office, and it will be—

Mr. OWENS. I am sorry, I am sorry.

Mr. SCHILL. May I just finish the answer?

Mr. OWENS. I am sorry. These are really sort of quick questions. Knowing that Al Jazeera is a mouthpiece for Hamas, are you willing to end that partnership?

Mr. SCHILL. The decision, with respect to the Qatar campus, is ultimately the Board of Trustees, and I actually am concerned by the agreement that you are talking about with Al Jazeera.

Mr. OWENS. Well, you should be.

Mr. SCHILL. We are going to look into it.

Mr. OWENS. Yes, okay. This is an issue that I am thankful were pulling, it goes back because this is not just beginning now. Obviously, it has been going on a long, long time. We are going to make sure we keep up on this thinking, and I yield back.

Chairwoman FOXX. Mr. Owens, your time is expired. Mrs. Manning, you are recognized for 5 minutes.

Mrs. MANNING. Thank you, Madam Chair. Thank you to our witnesses for being here today. Clearly, none of you were prepared for what happened on your campuses after October 7th. I have spoken with Jewish students, faculty members, alumni, who have described countless, horrifying and relentless incidents of harassment, intimidation, the use of Jewish tropes, the putting up of leaflets, and the tearing down of hostage posters.

The isolation of Jewish student groups, of Jewish students rather, forcing them to leave official student groups from student government to dance troops. Students were unable to get to class, they were afraid to go to the dining rooms, they could not study, they had classes and exams canceled. What has been described to me has been nothing short of the normalization of antisemitism on your campuses.

This normalization of antisemitism did not start on October 7th. It predicated that date by many years. It reflects a failure to take antisemitism seriously. A failure to treat antisemitism the same way you would treat any other kind of discrimination. It has been fostered by years of teaching a one-sided, anti-Israel view by many of your professors, and by a demonization of Zionism, which is the century's old quest by the Jewish people to return to their ancestral homeland and control their own destiny.

President Schill, why has not Northwestern taken serious steps to address the normalization of antisemitism and anti-Zionist teachings on your campus long before October 7th?

Mr. SCHILL. Thank you for the question, Congresswoman Manning. I believe we are taking steps. I believe you are absolutely right. None of us were prepared for what we saw after October 7th, and you have my commitment that we will do what is necessary to combat antisemitism, but we will also do what is necessary to educate our students in the evils of antisemitism, as well as the roots of antisemitism.

Mrs. MANNING. It is a shame that this disaster finally brought a recognition that that kind of education is necessary. I know you had an antisemitism task force. It had no experts on antisemitism on the task force. Will you commit to putting together a task force that has experts on antisemitism?

Mr. SCHILL. It actually did. We did have a faculty member who was a consultant to the Holocaust Museum, so we did have someone on the Committee there, but we will definitely have people who are knowledgeable, and who are aware of antisemitism.

Mrs. MANNING. Will you commit to training not just students, but also your faculty members on what antisemitism is, and the dangers that it presents, not just to Jewish students, but to the foundations of our democracy?

Mr. SCHILL. I believe that is a good idea.

Mrs. MANNING. Thank you. Chancellor Block, same question for you?

Mr. BLOCK. Yes. We admit that this is a challenge.

Mrs. MANNING. It has been a challenge. I have emails dating back to 2014 from dedicated alumni who tried to alert you of the growing problem with antisemitism that was growing on your campus.

Mr. BLOCK. We responded. We tried to respond with education, and obviously with enforcement where there are complaints about specific antisemitic events, developed an online training module on anti-discrimination. We bolstered the part on antisemitism at orientation.

Mrs. MANNING. Are all your students required to take antisemitism training?

Mr. BLOCK. They are not required to take antisemitism. The anti-discrimination module is recommended for all incoming. Approximately, 90 percent of our students take online training for it. It is talked about at orientation.

Mrs. MANNING. Does that include antisemitism training?

Mr. BLOCK. It has Antisemitism discussion.

Mrs. MANNING. Do you think it needs more?

Mr. BLOCK. I think we need to do more. I would agree.

Mrs. MANNING. Does your faculty also need to take that antisemitism training?

Mr. BLOCK. I think faculty can benefit also from understanding the challenges of our students today, and I agree.

Mrs. MANNING. Okay. President Holloway, same question to you? By the way, I have Bennett College in my District, so I understand your roots.

Mr. HOLLOWAY. Thank you, ma'am. There is—I want to say from the beginning that we are living in an age of heightened discrimination and antisemitism, absolutely. The campuses are no different from the rest of the country. Any expression of it I think is absolutely horrible.

What I also want to say is that we address every instance that's brought to our attention of discriminatory behavior, including antisemitism.

Mrs. MANNING. Thank you. My time has expired. I yield back.

Chairwoman FOXX. Thank you, Ms. Manning. Mr. Good, you are recognized for 5 minutes.

Mr. GOOD. Thank you, Madam Chairman. President Holloway, the Rutgers Newark Campus hosts a think tank called the Center for Security Race and Rights, or CSRR. In just the past week CSRR, which astonishingly is 50 percent funded by your Chancellor's discretionary budget, and the Director's \$232,000.00 salary of course is paid for by the university.

In just the past week CSRR, again a so-called think tank called the Center for Security, Race and Rights has exposed its antisemitic agenda. In a post on X, CSRR called Israel's government, "genocidal." Do you think Israel's government is genocidal?

Mr. HOLLOWAY. Sir, I do not have an opinion on Israel's, in terms of that phrase sir.

Mr. GOOD. You do not have an opinion as to whether or not Israel's government is genocidal?

Mr. HOLLOWAY. No, sir. I think Israel has the right to exist, and to protect itself.

Mr. GOOD. You think Israel's government is genocidal?

Mr. HOLLOWAY. I think Israel has a right to exist and to protect itself, sir.

Mr. GOOD. You will not say that Israel's government is not genocidal? You cannot say that?

Mr. HOLLOWAY. Sir, I believe in the government's right to—the country's right to exist.

Mr. GOOD. You can be that surprised by the topic of discussion today, and you cannot say that Israel's government is not genocidal. That is interesting. Another CSRR post said the Biden's administration shift on Israel is a gain that can and must be built on, meaning the Biden's administration's portrayal of Israel.

Another post from the Center said the real threat to American Jews comes not from students, but from MAGA republicans who are shouting about antisemitism the loudest. Do you agree with this again, Rutgers funded think tank, half funded by your Chancellor's discretionary budget, Director has a \$232,000.00 salary funded by Rutgers.

Do you agree that MAGA republicans are a threat to American Jews?

Mr. HOLLOWAY. Sir, my—these statements that you are reading I find all deeply troubling and unsettling, sir.

Mr. GOOD. Just start with a yes or no. Do you think that MAGA republicans are a threat to American Jews?

Mr. HOLLOWAY. I am not in a position to answer that question, sir.

Mr. GOOD. Are you in a position to answer any questions?

Mr. HOLLOWAY. Yes, I am.

Mr. GOOD. Do you have an opinion on anything on this subject that is at hand today? I mean what does that mean? Do you think that anti-Israel political advocacy is an appropriate use of taxpayer dollars by a public university like Rutgers?

Mr. HOLLOWAY. I think that a public university we have to abide by the First Amendment, and be a place for—

Mr. GOOD. Should Rutgers fund anti-Israel political advocacy?

Mr. HOLLOWAY. Sir, we should not be funding anti-Israel advocacy. No.

Mr. GOOD. That is good to hear. On the 20th anniversary of September 11th, CSRR sponsored an event featuring a speaker who was convicted in 2006 for material support of a terrorist group, the Palestinian Islam Jihad. His name is Sami Al-Arian, and he pleaded guilty to several charges.

The event was designed to so-called challenge the narrative surrounding 911, and how 911 supposedly legitimized a war on terror, and other imperialist wars and interventions. I should note that 750 New Jerseyans died on 911. They were murdered on 911. Do you think it is acceptable for a New Jersey State university to sponsor an event about 911 with a speech by a convicted terrorist conspirator?

Mr. HOLLOWAY. I learned about that person's involvement. I do not support that person's ideas in the least. I think they are wildly offensive. I also—well that is all. I will just stop there, sir.

Mr. GOOD. I am sorry?

Mr. HOLLOWAY. I was ending my question.

Mr. GOOD. Yes. Well, you were present at that time. Did you do anything about this event taking place on your campus, or to prevent future events like this from taking place?

Mr. HOLLOWAY. Did you ask me if I would prevent that from happening, sir? Is that what you said?

Mr. GOOD. Yes. Again, do you think it is okay for the New Jersey State University Rutgers, to sponsor an event about 911 with a speech by a convicted terrorist conspirator? You said no. You did not think so.

Mr. HOLLOWAY. That is correct, sir.

Mr. GOOD. Did you do anything about it when you learned about it? You were present at the time?

Mr. HOLLOWAY. Sir, we are a community of 100,000 people. There are events happening on every day of the campus that I am not aware of at any given moment.

Mr. GOOD. Okay. As noted before, the Director of CSRR, Sahar Aziz, has made numerous antisemitic statements, again with her \$232,000.00 Rutgers funded salary. She signed a statement—signed a statement condemning “The racial supremacy of Jewish Zionist Nationals,” saying that Jews are more privileged than Muslims, and de-legitimizing both Israel and the U.S. as “racist settler colonial states.”

Given that statement, and her Center’s antisemitic pro-terrorist activities, do you think it is appropriate for Rutgers to continue to fund this office and pay her salary of \$232,000.00? Is that okay? Is that cool with you and Rutgers?

Mr. HOLLOWAY. There is very little that I find easy about this Center, sir. I personally disagree deeply with a lot of the ideas that are—come from that Center.

Mr. GOOD. Are you going to close the Center, or just keep on funding it, keep on paying that salary?

Mr. HOLLOWAY. I have no plans to close the Center, sir.

Mr. GOOD. Yes. I am not surprised. Thank you, Madam Chair, and I yield back.

Chairwoman FOXX. Thank you, Mr. Good. Ms. Wild, you are recognized for 5 minutes.

Ms. WILD. Thank you, Madam Chair. President Holloway, just as an incidental matter. As Ranking Member of the House Ethics Committee I want to thank you for your early service to that Committee. I hope it was a valuable experience for you. While I understand that free speech is a critical tenant of our democracy. I think we all agree on that.

I do worry about whether the campus protests we have seen this year veer into hate speech. Thankfully, the protests on the campuses in my District, Pennsylvania 7, which hosts a number of wonderful schools like Lehigh University, Muhlenberg College, Lafayette College, and so forth, the protests have been peaceful and respectful, and I am deeply appreciative of our students for that.

Let me also say that I commend the restraint shown by some of you in not creating a police State on your campuses. There is a fine line between law and order, and oppression of the right to protest, and that is a really fine line, and I respect the very difficult job you have had all had this year.

As a Jewish mother of two young adults, I have to say that I am deeply saddened and dismayed by the increased evidence of antisemitism across our country, and around the world, and much as I truly believe that college is a place where young people learn to think critically, I also have some concerns about whether students are getting enough guidance on this issue from administrations.

I want to start, President Schill, seven members of your Advisory Committee on Preventing Antisemitism and Hate, including the Co-Chair resigned after the university brokered an agreement with encampment organizers. In a followup statement the university claimed that the Committee's charge and its work remain incredibly important to our community.

Our commitment to protecting Jewish students, faculty and staff is unwavering. My question is why did Northwestern fail to consult with that Committee before yielding to the demands of the protestors?

Mr. SCHILL. That was never in the purview of that Committee. That Committee was designed to assess the extent of antisemitism on campus, and then to propose educational and other ways to deal with it. It was not to deal with an existing encampment. Quite honestly, there were I believe 16 members, 17 members, most of whom did not have expertise in this area.

There is a limit to how many people one can consult when one is talking to students around the clock.

Ms. WILD. Well, I understand that there is a limitation on time, and that kind of thing, but it seems to me that you had a ready-made committee that could have been asked to weigh in on this,

and obviously 7 of the members of that committee felt the same because they stepped down.

Have you taken steps to replace those faculty and staff members?

Mr. SCHILL. We are going to constitute a task force, and that task force is going to be designed to come up with new strategies to combat antisemitism. What we are going to do is ask that committee to look at the wisdom of other antisemitism committees around the country.

Indeed, this committee wrote a report last—two weeks ago in which it summarized the Harvard antisemitism committee, and I will be asking them to look at the recommendations.

Ms. WILD. Okay. Well, I hope that you will consult with that task force or committee in the future when you have got this kind of situation. I have got limited time, and I do want to ask, and this can be to any of you, hopefully all of you, with short answers. As we are looking forward to the fall semester, obviously we have the potential for ongoing challenges in this regard with respect to campus protests and encampments, and potential violence.

What are your administrations doing now, or planning to do over the summer to prepare for the next school year? Why not start with you, Chancellor Block?

Mr. BLOCK. Yes. I will not be there this fall, but I would seriously recommend that during our orientation this coming summer, we spend extra time discussing these issues about respectful protests, time, place and manner, and we make sure that our students are prepared for what the rules are with regard to the protests.

Ms. WILD. Mr. Lawrence.

Mr. LAWRENCE. I think these are always learning opportunities on our campuses, and we should not be surprised in a polarized time, in a challenging time to the Nation that we see that exhibited on campus, so I think this is an opportunity to talk about protests, but also about a conversation over differences, and all of us on campus and throughout the society can play a role of role modeling for students how we have conversations between and among people who have very strong differences of opinion on fundamental issues.

Ms. WILD. Exactly. That is exactly my point. I know my time has run out, so what I would ask of all of you is that you give very careful consideration to how you are going to approach this in the upcoming school year, and perhaps submit to the Committee your ideas, which I hope will be some sort of template for other schools. Thank you very much. I yield back, Madam Chair, and thank you for the accommodation.

Chairwoman FOXX. Thank you, Ms. Wild. I think you have asked a very good question. Ms. Steel, you are recognized for 5 minutes.

Mrs. STEEL. Thank you, Dr. Foxx, and thank you all the witnesses coming out today. Chancellor Block, you have been talking about this was really peaceful protest, and UC system, under UC's system on this absolutely needed that you cannot really use law enforcements.

You know what? If you watch the video that person physically slapped a Jewish student, and removed the Jewish student's head covering, and pull out a taser and followed that person. I hope that you found out who that person is, belong to your university or stu-

dents, and whoever that was, and I hope that you found out, and you did certain, you know, you dealt with him, I hope.

You know what? That should not happen for the Jewish students. Your school that had the, you know, I am going to just move on to that. Hamas leaning faculty members offered extra credit and better grades for those who took part in chaos and disruption caused by campus—the terrorists. This is just really not heard of, and what did you do?

Did you do discipline this professor, or did you really do something, or you are investigating and then what is going on? You know what? This should not happen on a university's campuses, such as UCLA. It is a prominent university in California. Not just California, but in the Nation, so what did you do about it?

Mr. BLOCK. Congresswoman, thank you for your question. I am unaware of the incident of offering extra credit. I am just not clear of that incident. I am happy to look into it, but that particular incident—

Mrs. STEEL. I really cannot hear you. Could you pull your microphone?

Mr. BLOCK. I am sorry. That particular incident I am not fully aware of the one you are talking about. We do know there have been cases where a faculty member has offered extra credit to go to a tutorial on Gaza but offered the same credit to go to other events on campus, including an event at our Nazarian study for Jewish studies.

The incident you are talking about, I am sorry I am not familiar with. I will make sure I am aware of it and see how it was disposed of. It may have been handled by Student Affairs, I am not certain.

Mrs. STEEL. Well, Chancellor Block, I am aware of that, and you do not—that is really, really odd because you are a head of your university. Then you know what? Antisemitism class is not mandatory, but I have a little problem with your syllabus, your school's syllabus here that on March 27th an activist gave a mandatory lecture to your first year UCLA medical student.

It is part of the mandatory structure, racism and health equity class. During this lecture, the medical students, the lecturer led the students in a free, free Palestine chant, and demanded the students kneel down and kept repeating for mama Earth to pray. When you do mandatory, why medical students are required to stand up and chant, "Free, free Palestine," in a mandatory lecture?

Some faculty have called for a course to be suspended and investigated. Have you opened an investigation and committed to an investigation today?

Mr. BLOCK. We have undertaken factfinding to find out exactly what happened at that class. I am not familiar with the exact details, it is through our Office of Compliance, and I do believe that the School of Medicine is relooking over its first year program generally, to look at faculty committee is looking at the course content of the first-year program, of which this was a part of.

As a review of the first-year program that I understand, and we are actually now trying to confirm the facts of what has been claimed during that course.

Mrs. STEEL. How are you going to fix that—it is never going to happen again though?

Mr. BLOCK. I think this is when we are again, let us find the facts out first, of exactly what happened, and then we will figure out what the remedy should be to make sure that appropriate behavior occurs in classrooms.

Mrs. STEEL. UCLA receives a lot of Federal funding. In fact, over 1 billion dollars per year just for research. It is a good use of taxpayer funds taken by—to the October 7th massacre as justice. Do you condemn the facts that someone at your university before the October 7th attack on Israel that killed 1,200 people and hundreds of people were kidnapped as justice?

Mr. BLOCK. Well again, I am not familiar with exactly the individual you are talking about. I think that would be a personnel issue. I am deeply offended by statements like that. That is personally offensive to me, particularly hurtful, and I just would like to learn more about it.

Mrs. STEEL. Chancellor Block, it seems like I am not really getting any answers from you, but you know what, I hope these public universities, especially getting Federal fundings, and you know what, you really have to teach our kids how to think, not just brainwashing these kids, so thank you very much, Dr. Foxx.

Mr. BLOCK. I appreciate that. I am—thank you.

Chairwoman FOXX. Dr. Adams, you are recognized for 5 minutes.

Ms. ADAMS. Thank you, Madam Chairman, and I want to thank the Presidents and Chancellors for being here today. Thank you for what you do at your institutions. I served 40 years at Bennett College in Greensboro, and so Dr. Holloway, I want you to know I did have the opportunity to know Dr. Trent, your grandfather, and to work with him during my 40 years there at the college.

Let me just say for the record that I am certainly opposed to any unsafe conditions on campuses, antisemitism, hatred and bigotry, all of those things in my opinion are inappropriate. I was a professor. I worked with faculty and students, so I certainly understand what all of you do.

Today we are talking about antisemitism, I am as I said before, opposed to that, and to any unsafe conditions. Every student who comes to campus and spends their time there, their money, need to feel safe, and need to have the kind of academic enrichment that is appropriate.

I do have a couple of questions. I think some of you—I am going between Committees, so I apologize that I have had to step out but let me ask, we have been talking about the summer now coming. I think most of you have probably had commencement, if not, you are having it. To what extent have you had conversations with students about protests, before they left the campus, or during the upsets that we have seen on the campus.

You can be real brief in your answers because I have another question. We will start, Dr. Holloway, we will start with you.

Mr. HOLLOWAY. Thank you, Congresswoman. I speak with students, faculty and staff, particularly in the Jewish community in this case quite often. It has been ongoing. We have talked a lot about different elements on campus, and what we are going to be doing going forward in the summer is implementing new training by partnering with the Anti-Defamation League, in particular.

They have already been a good partner. We will dive in deeper to that to make sure that we are doing everything we can to ensure a safe environment for our students.

Ms. ADAMS. Okay. Yes. Anyone else want to speak to that?

Mr. SCHILL. I am happy to jump in. What we are doing, we are always talking with our students, and trying to help them both our Jewish students, as well as some of the students who are advocates for the current conflict in Gaza. The important thing that we are going to be doing over the summer, Congressman Adams, is we are going to be revising our conduct code, which was just not appropriate for this moment.

We are going to be working on that, both our Office of Student Affairs in conjunction with our Board Committee on Student Affairs.

Ms. ADAMS. Let me interrupt. That is going to apply to all students?

Mr. SCHILL. That would apply to all students, right.

Ms. ADAMS. Let me—I have a question. I really want to get this one in. As university Presidents, Chancellors, how have you supported the freedom of speech, and the right to peacefully protest of your students, as well as your faculty? Because of the views, or political positions that we know, have been expressed may differ from that of your Trustees, or even your own personal views.

How have you ensured that the institutional mission of the university remains intact, and each of you can respond very quickly if you would.

Mr. SCHILL. I believe that free speech and free expression and academic freedom are the core values of our university. We will protect them. At the same time, academic freedom and free expression do not allow discrimination, harassment, or intimidation of students, other faculty, or community members.

Ms. ADAMS. Right. Okay. Let us move on down the line, Dr. Holloway?

Mr. HOLLOWAY. Academic freedom and free speech are at the very core of what we do. I think that the core of what we do in the work of serving the common good and protecting democracy. I absolutely agree with President Schill, any language that threatens violence, harassment and intimidation goes beyond the pale, and we work very hard to make sure that we hold people accountable.

Ms. ADAMS. Thank you.

Mr. Lawrence.

Mr. LAWRENCE. As I said in my opening statement that we have to have strong protections of free expression, academic freedom, free inquiry as the foundation of the open dialog discussion debate that takes place on a university campus, where does that run out? Where does that reach its limit?

Whether threats of violence, harassment, intimidation, and interruptions.

Ms. ADAMS. Chancellor Block.

Mr. BLOCK. I would say the same thing. What we have to do is, we want to encourage free speech. We want to make sure time, place, manner, the students understand how to do it within the context of the university environment.

Ms. ADAMS. Thank you, gentlemen. Madam Chair, I yield back.

Chairwoman Foxx. Thank you, Dr. Adams. Mr. Kiley, you are recognized for 5 minutes.

Mr. KILEY. President Holloway, is physically blocking students from entering your campus based on their race, religion, or ethnicity an expellable offense?

Mr. HOLLOWAY. I am sorry. The very beginning of the question?

Mr. KILEY. Is physically blocking students from entering your campus based on their race, religion or ethnicity an expellable offense?

Mr. HOLLOWAY. That is certainly a violation of our university standards, sir.

Mr. KILEY. Is it an expellable offense?

Mr. HOLLOWAY. Potentially it would be, sir. It would depend on the circumstance of that specific instance.

Mr. KILEY. President Schill, is excluding students, blocking students from entering campus based on their race, religion or ethnicity an expellable offense at your university?

Mr. SCHILL. I would imagine it is a violation of our conduct code.

Mr. KILEY. Is it an expellable offense?

Mr. SCHILL. I am sorry.

Mr. KILEY. Is it an expellable offense to physically obstruct students from their campus?

Mr. SCHILL. There is a range of disciplines up to and including being expelled for violations.

Mr. KILEY. Chancellor Block, is physically stopping students from entering your campus based on their race, religion, or ethnicity, an expellable offense?

Mr. BLOCK. Again, there is a disciplinary process for students. It could be.

Mr. KILEY. Can we please play a video?

[Video played.]

Mr. KILEY. Students who formed the blockade, do you know?

Mr. BLOCK. Excuse me? I am sorry.

Mr. KILEY. Were those students who formed that blockade?

Mr. BLOCK. I do not know whether they are students or non-affiliates. I do not know.

Mr. KILEY. You do not know.

Mr. BLOCK. I do not know.

Mr. KILEY. Have any of them been disciplined?

Mr. BLOCK. Have any been disciplined yet?

Mr. KILEY. Those people on the video who formed the blockade. Have they been disciplined?

Mr. BLOCK. After the response, after we learned about that, I sent a message to all of our student affairs people to make sure that the pathways were opened for everyone. I sent a message out to our community.

Mr. KILEY. I am going to take that as a no. We have the evidence right here on video. A student being blocked from entering your campus based on his Jewish identity, and there has been no consequence whatsoever. Is that what you are telling us?

Mr. BLOCK. No. I did not say that. I said this is being investigated, and we will see what happens with the disciplinary process. I did not say that.

Mr. KILEY. President Schill, if the Deering Meadows agreement, if the university does not live up to its end of the bargain, do the protestors have a right to re-establish the encampment?

Mr. SCHILL. The protest on Deering Meadow, any encampment on Deering Meadow is a violation of the university's conduct code.

Mr. KILEY. Yes, but you reached an agreement where you said that you are going to—that the encampment will disband if, and you agreed, to certain conditions. If you do not follow those conditions can the encampment re-establish itself?

Mr. SCHILL. We are planning on following those conditions.

Mr. KILEY. If you do not, would they be within their rights to re-establish the encampment?

Mr. SCHILL. That is a hypothetical issue. If I commit to something, I do it.

Mr. KILEY. You said you have great respect for the Anti-Defamation League. Is that correct?

Mr. SCHILL. I do.

Mr. KILEY. And as I am sure you are aware, the Anti-Defamation League has called for your resignation. They said President Schill capitulated to hatred and bigotry, and empowered and emboldened those who have used intimidation, harassment, and violence to achieve their ends, rather than hold them accountable as you pledged you would.

President Schill gave them a seat at the table and normalized their hatred against Jewish students. Why is the ADL wrong?

Mr. SCHILL. I believe that at this moment leaders need to make hard decisions. I believe that we got a good result. We were able to get rid of the major antisemitic event on our campus with no violence.

Mr. KILEY. By institutionalizing antisemitism and agreeing to the demands of antisemites. Mr.—President Schill, in my view you are the easiest case that we have dealt with. You agreed to the demands of those who are trying to change university policy in an antisemitic way, and you rewarded their tactics of using force.

This is what the ADL has said. It is not what I have said, excuse me sir, that was not a question. Excuse me, sir.

Mr. SCHILL. We agreed to none of the demands that were presented to us.

Mr. KILEY. Here today you announced that the Deering Meadows agreement, here today you have made preposterous statements like it was not practical to consult with the Jewish students prior to acceding to those demands. I would associate myself with the comments of the ADL, and I think that if the university does not move to change its leadership, then it will be endorsing that institutionalization, that normalization of antisemitism on campus.

President Holloway, are you currently under consideration to be the President of Yale University?

Mr. HOLLOWAY. No. I am not.

Mr. KILEY. You are not. You are planning to stay at Rutgers?

Mr. HOLLOWAY. Yes, I am.

Mr. KILEY. Okay. Thank you, sir. I yield back.

Chairwoman Foxx. Thank you, Mr. Kiley. Ms. Stevens, you are recognized for 5 minutes.

Ms. STEVENS. As some of you might be aware last term in Congress, in 2022, when the democrats were in the majority we moved to pass a variety of mental health bills. Many that passed, some that languished in the Senate, and I just wanted to ask you in terms of your purview, and the pressures and the stresses on students, what you believe is contributing to the mental health crisis among young people?

Would you surmise that a gun violence epidemic that is the No. 1 killer of young people in America is contributing to rising mental health issues, President Schill?

Mr. SCHILL. I am not an expert in mental health. I agree with you that it is growing these problems.

Ms. STEVENS. You surmise that it is yes. That it is a yes?

Mr. SCHILL. I would imagine gun violence along with—there has been a recent book by a psychologist that says cellphones are a major aspect because the kids are getting social media all the time and are not interacting with each other. There is probably a myriad of reasons why we have a mental health crisis on campus, and your assumption is probably one element of that.

Ms. STEVENS. We have a gun violence crisis. We have cuts to higher education. We have unregulated social media, so to speak, and don't know how to take a break. I am sure you might be aware that this Committee as we were playing a role in marking up legislation to address mental health issues on college campuses, had an amendment from the other side of the aisle that was introduced by a Congresswoman from Illinois that would strip LGBTQ students from receiving mental health resources.

I am curious if that amendment had not failed because the democratic majority voted it down, would that have violated any equity, code of conduct, violations, that we are talking about here today? Would you have issues implementing mental health resources that excluded a segment of students on your campuses, Mr. Holloway?

Mr. HOLLOWAY. I want our mental health resources to be available to everybody.

Ms. STEVENS. Yes. It needs to be available to everybody, and so we are here for the third time talking about—and I know this hearing is important to many stakeholders, and many individuals. I come from Michigan. We are in the heart of this rising challenge of an ongoing and brutal and terrible war.

As a democrat on this Committee who is focused on increasing and expanding Pell, lowering the cost of higher education, and trying to build equity, it is deeply frustrating and concerning that this is the third hearing that we have had complaining about protecting students equally, when every single one of my colleagues last term in Congress, voted to exclude a group of students from receiving mental health resources.

I sincerely hope that you would not vote to exclude Muslim students from mental health resources, Jewish students from mental health resources, students of color, non-binary students, and the like. We have tons of issues before us in this country, and frankly, those who pretend to care about equity as we have seen time and time again in this Committee is an outrage.

It is an absolute outrage. Go ahead and cut the Civil Rights Office out of the Department of Ed, so you cannot get yelled at by

my colleagues on the other side of the aisle about how you can stand up and not stand up for students, litigating all these matters of free speech.

When we do not put our money where our mouth is, and our policies, we are failing this Nation. We are failing Muslim students, we are failing Jewish students, we are failing Christian students, and frankly, we are failing the future of this country. We know what it costs to go to your schools. It is unbelievable how much it costs.

That is what we should be focusing on, not this pretend argument about equity when really, they are just pretending here. Thank you, Madam Chair, and I yield back.

Chairwoman FOXX. Thank you, Ms. Stevens. Mr. Bean, you are recognized for 5 minutes.

Mr. BEAN. Thank you very much, Madam Chair. A good morning to you, and good morning to the Committee. Gentlemen, thank you so much for being here. I know it is a big deal to run a university, and I was just making a list of all the things you have to do running a university, including recruiting applicants to go to your school, hiring professors and staff, running the plant, raising money, and promoting your school.

You would think on that list, which is a very long list, you would think at the very, very top is keeping students, staff and faculty safe on your university. Why we are questioning where you put that on your list is because we see a lack of consequences. We see the answer is always it is under investigation, or we put that group on double secret probation, which really is not holding anybody accountable.

Chancellor Block, on November 15, 2023, a Jewish UCLA professor and her husband went to a counter protest at a UCLA Students for Justice in Palestine rally, wearing pro-Israel t-shirts. They heard students chant, “Slaughter the Jews,” in Arabic, and were threatened by students who said we will find you. We will take care of you.

The next day a UCLA graduate student from the rally stalked her husband at his office. Two weeks later more and more hatred and antisemitism, including garbage topped with a Swastika and the words “Loudmouth Jew,” were left outside the door stop. All this was reported to you, and other UCLA officials, including the identity of who is doing it.

What disciplinary actions did UCLA take in response?

Mr. BLOCK. Thank you for the question. We immediately alerted the police, and the police did an investigation, and I do not know if that is ongoing or not, but police were involved immediately in this incident.

Mr. BEAN. Did anybody get kicked off campus? Did anybody get kicked out of school?

Mr. BLOCK. I do not know what the outcome was, but they were immediately—police were immediately notified of this issue, and interviewed individuals, and attempted to identify who was responsible.

Mr. BEAN. On November 28th, mass protestors cutting down hostage posters threatened and chased a Jewish student while brandishing knives. They chased him on campus. The incident was reported to police, and to UCLA officials. Can you tell us what dis-

ciplinary action, including—anybody get kicked off campus? Anybody get expelled?

Mr. BLOCK. I do not know in that particular case, but the police were notified, and they attempted to identify the individuals holding the knives.

Mr. BEAN. You can see gentleman, this is why we question where it is on the list because we see the videos, we see everything, and we just—we meet with students who say that it is—and we see the video just now. It breaks my heart. You cannot even go to class. It is hard enough going to one of your schools, but to have to worry about it.

President Schill, I know that you are rewriting the code of conduct at Northwestern. It sounds like you are going to start. You probably already started on it. Is calling for the death of Jews. Is that going to be against your code of conduct?

Mr. SCHILL. It already is.

Mr. BEAN. It already is. You cannot yell words that we all know Intifada and others that are hateful to the Jewish, and calling for the death and destruction, that is going to be—

Mr. SCHILL. Anything that calls for the death and destruction of Jewish people, whether here or abroad, is a code of conduct violation, and the code of conduct will be investigated, and there is a variety of disciplinary possibilities that will follow from that.

Mr. BEAN. Very good. It is an open question. Here is your chance, Presidents, to prove to this Committee, to the American people, the Congress, your teams back home that you rank the safety of students and faculty, have you expelled anybody? Have you fired people, these hate groups on your campus?

I know there is free speech, but this is clearly, as President Schill has already commented on, it is a clear crossing of the line. President Holloway, what say you?

Mr. HOLLOWAY. Any exploitation of violence threatening students, or community, or harassment is a violation of our code of conduct.

Mr. BEAN. You have expelled students, and you have banned groups from your campus to say this will not be tolerated at Rutgers?

Mr. HOLLOWAY. That is correct.

Mr. BEAN. I know my time is about up, but I was in Israel this past—a few months ago and eating dinner with a family. We were talking about how scary it is to live in Israel. The family says what we are really worried about is our daughter, and ironically, our daughter is starting Rutgers in the fall.

We were really fearful of her safety coming to America. Should she have anything to fear at Rutgers?

Mr. HOLLOWAY. I am very sorry to hear that the family feels this way.

Mr. BEAN. Well, they are scared. They are scared. See, they see the video that we see of students, which is what happened at UCLA and others across America, and they see very little consequences of breaking the laws and the policy because no one seems to be held accountable. Are you going to hold people accountable, Mr. President?

Mr. HOLLOWAY. May I answer? Thank you, ma'am. Yes, sir. Absolutely. One thing I want to make clear is that in any instance of the kind of language and behavior we have been talking about, we have responded immediately with whether it is Students Affairs, police, sometimes campus police, sometimes State Police, even the FBI to help us bring to conclusion.

Mr. BEAN. Thank you, President. Madam Chair, I yield back. Thank you.

Chairwoman FOXX. Thank you. Mr. DeSaulnier, you are recognized for 5 minutes.

Mr. DESAULNIER. Thank you, Madam Chair. I want to thank the panelists for being here. Thank you for your life's work. We are all at an age where I am sure I am guessing, I know myself, but I am looking at you, where you sort of reflect on where life took you. Welcome to an institution that has an 11 percent approval rating.

Chancellor Block, UCLA has a history of supporting Jewish students, and taking proactive measures against antisemitism. Your school established a research hub on antisemitism in October 2023. October 6th, I am told in fact. Could you speak to that a little bit?

Mr. BLOCK. That is correct. We have established a number of new programs, and that is part of a new program. Actually, we have a study of group hate better to understand overall with many groups, group hate, but specifically we have a program, a hub to look at antisemitism, because we do see it as a real challenge throughout the world and on our campuses, so that is one of our initiatives.

We have a number of initiatives going on basically to educate our students better about people's history and understanding the dangers of discrimination. One of them that I am involved in, as I take students to Washington each year, a group of our student leaders, and we visit Congress, but we visit museums, and of course we visit the Holocaust Museum.

For many of our students it is an eye opener, and they begin to understand something about the history of their fellow Jewish students, and why those students, why it is so important to be sensitive to their needs, and make sure that you are not discriminatory toward those students.

We visit other museums as well, the African American Museum. Education is critical here, and we are trying to develop more and more programs to educate students, so that at least we do not see discrimination that's based on ignorance. It is always going to be, unfortunately, people with bad behavior. We recognize that, but we want to make certain that students are well educated in these areas, and that we can minimize the amount of discrimination that occurs on campus.

Mr. DESAULNIER. That is one of the issues I find representing a District surrounding the University of California—the mothership, I am sorry, we think of you as the younger sibling—is these are areas with a lot of diversity. Rutgers, so there is some tension there, because there is more diversity. Our openness in this instance sometimes creates more friction, in my view, as an urban California representative.

Do you feel—I am not bringing it as a prerogative, but there is a reality to that openness that sometimes contributes more to the

challenges that maybe less diverse parts of the country do not experience.

Mr. BLOCK. That is exactly right. We are very proud. UCLA is a very diverse campus, and I worked hard over 17 years to make sure it is representative, that we really work hard to make sure that students from all backgrounds, all socioeconomic backgrounds can attend this university, so we are very proud of that.

People come with different, you know, different life experiences, with different prejudices, but we work hard, actually to bring students together to better understand their common humanity. I think this is something I think the UC system does very well. I think it brings students together with different backgrounds, and we try to form a bond of what we all have in common, and that is where are programs are designed to really do.

We have got some very effective—and we also have very effective—organizations like our Hillel organization, which is actually nationally recognized, outstanding place for Jewish students to find a home, and other students have other organizations they can go to.

Mr. DESAULNIER. They have been part of this program, Hillel. They have been very involved in it.

Mr. BLOCK. Yes. Hillel has been really a great partner, actually with Jewish students.

Mr. DESAULNIER. How do we keep building on that? That started October 6th. How do we continue to build on that given the reality that we are experiencing right now? This is a teaching moment, maybe more of a learning moment.

Mr. BLOCK. I think we have to build more programs because as was mentioned, you know, faculty programs—they can be held for faculty to recognize what their students are going through in terms of the challenges of students in this very divided world.

Also, faculty, this new student program, that really can help address issues of discrimination, and I think those are really important.

Mr. DESAULNIER. Just a personal note. I became friends some years ago with Nathan Chappell, who is now deceased, the 405 is named after him, a survivor of Auschwitz. Last night I was thinking about what he would think about these hearings, and he was a very frank human being. He came here with nothing and ended up being one of the wealthiest people in the United States.

Mr. Lawrence, I was criticized a little bit last hearing because I quoted Justice Brandeis in the opinion with Justice Holmes that defined the First Amendment. Could you talk about that a little bit? It is sort of odd to have people get mad at me for talking, using a quote from Justice Brandeis, and talking about the First Amendment.

Mr. LAWRENCE. Well, I would not think one could get hurt for quoting Justice Brandeis.

Mr. DESAULNIER. I did not think so either.

Mr. LAWRENCE. Justice Brandeis is a personal hero of mine, and probably many in the room. Justice Brandeis famously said that in the absence of incitement of imminent lawless activity, the answer to bad speech is not enforced silence, it is more speech, and I think that he was right then, and I think he is right today.

Mr. DESAULNIER. Thank you all. I yield back.

Chairwoman FOXX. Thank you, Mr. DeSaulnier. Mr. Smucker, you are recognized for 5 minutes.

Mr. SMUCKER. Thank you, Chairwoman Foxx. I would like to start my comments by addressing comments made during the Ranking Member's opening statements where he criticized the majority for holding this hearing, and then talked about the Civil Rights movement, and invoked Martin Luther King, Jr.

Talked about how he was once unpopular, but then moved public opinion. I would just like to say that his life was defined by peaceful protests, and I think drawing any comparison between him and these un-American, antisemitic protestors is totally inappropriate, totally unacceptable, and I think the purpose of holding this hearing is to ensure that this antisemitism never becomes accepted by Americans.

The antisemitic behavior that we have seen on your college campuses is reprehensible. It is un-American, it is against your own policies, and in many cases it is criminal. I am deeply concerned by the fact that President Schill, and President Holloway, you gave in to the protestor's demands at the expense of the rest of your student bodies.

Mr. Holloway, you promised, as part of giving in to explore expanding Rutgers relationship with the Palestinian University, Birzeit, at least that is alleged, and which included considering student exchange and study abroad programs. Is that true?

Mr. HOLLOWAY. For Birzeit University, we already have a relationship with that university.

Mr. SMUCKER. Birzeit has buildings named after convicted terrorists. It has glorified terrorism in official social media posts. Hamas won a majority of the school's student government. Eight of its students were arrested for planning terror attacks just weeks before October 7th. As of 2014, Birzeit had an official policy of barring Jews from its campus. Is this really an institution Rutgers should be partnering with?

Mr. HOLLOWAY. Sir, we partner with institutions all around the world, the information—

Mr. SMUCKER. Will you commit to ending the relationship with Birzeit University?

Mr. HOLLOWAY. The information you just shared with me is new to me, sir, and I will commit to reviewing it.

Mr. SMUCKER. Thank you. Earlier this month you, as I said, gave into the demands of the mob on your campus. You agreed to eight of their ten demands in a matter of days. However, you have refused to act on the requests of Rutgers Jewish faculty administrators and staff group called JFAS from this past December.

They asked that you provide a full public accounting of antisemitic incidents on campus, suspend students and student organizations that repeatedly violate the code of conduct, prohibit academic departments from institutionally taking controversial political stances, and convene a standing university-wide committee on antisemitism and the Jewish experience.

Why have you ignored JFAS, but acted immediately to appease pro-Hamas and anti-American protestors?

Mr. HOLLOWAY. Thank you for the question. The first thing I will say, I was not negotiating with the mob but talking with students. To your question specifically, the Jewish faculty administration and staff, JFAS organization, the requests that they sent to us are being acted on post haste.

Mr. SMUCKER. Will you commit today to fulfilling all the requests?

Mr. HOLLOWAY. I will, in fact, part of the plan for the summer we have already shared, drafted out our action plans, addresses most of those concerns, sir. Most of their concerns.

Mr. SMUCKER. Will you commit to providing a full public accounting of antisemitic incidents on campus to them?

Mr. HOLLOWAY. We are—we have been scrubbing our own information to make sure that we can get that information elevated.

Mr. SMUCKER. You will commit to doing that?

Mr. HOLLOWAY. We are doing that work, sir.

Mr. SMUCKER. Will you commit to suspending students and student organizations that repeatedly violate the code of conduct?

Mr. HOLLOWAY. When students violate the code of conduct, they go into disciplinary process. The results could look like many different things.

Mr. SMUCKER. Will you commit to suspending them if that happens?

Mr. HOLLOWAY. If the review committee deems that it merits suspension, yes. They will be suspended.

Mr. SMUCKER. Will you commit to prohibiting academic departments from institutionally taking controversial political stances?

Mr. HOLLOWAY. This is something that we are reviewing this summer, sir. I recognize that when departments make these kinds of blanket statements, I will call them blanket statements, on any topic, it is an assertion of speech, but also has a chance to make it harder for members of the Department who don't agree with it.

Mr. SMUCKER. Will you commit to convening a standing university-wide committee on antisemitism, and the Jewish experience?

Mr. HOLLOWAY. We immediately convened in response to the JFAS request, we created such a committee in our New Brunswick campus. We have several campuses. This summer one of the things that we are looking at is trying to figure out how to pull together representatives from each of our campuses.

Mr. SMUCKER. You are still—it is taking a long time to respond to them. You responded to the other immediately. Will JFAS need to threaten to disrupt exams for you to listen to them?

Mr. HOLLOWAY. No, sir. That would not be the case. We were acting in the State of emergency in the case of the in the encampment. With JFAS I will absolutely say that we could respond more quickly and more robustly, and we always will be trying to do better, so.

Mr. SMUCKER. Thank you, President Holloway.

Chairwoman FOXX. Thank you. Ms. Omar, you are recognized for 5 minutes.

Ms. OMAR. Thank you, Chairwoman. Thank you all for being here. Chancellor Block, just for clarification, the video that we just watched, we saw people going—moving around. Was it possible, do

you think, for that student to be able to get into campus? Was that student actually being blocked from entering campus?

Mr. BLOCK. Well, that was in the middle of, excuse me, that was in the middle of campus, so not being blocked from being on campus, maybe being blocked from a pathway on campus, which you should not be allowed, you know, he should be allowed to pass. I mean any part of campus is open to students, so blocking him was really inappropriate

Ms. OMAR. I appreciate that. The recent images from UCLA are appalling. What is more appalling is that there was complete—it was completely preventable. You could have prevented this by protecting the diverse groups of pro-Palestinian students that were peacefully gathered on campus to share meals, stand in solidarity against a brutal genocide. You could have prevented this by protecting these students' First Amendment right to assemble.

You could have prevented this when you learned about rats being released into the encampment. You could have prevented this when there was an anonymous group funded and constructed a giant video with loudspeakers to play vile and disturbing footage, you could have prevented this when you saw an angry mob on campus on the night of April 30th, but you did not.

Instead, you, the UCLA leadership, and law enforcement stood by for hours as the mob of agitators gathered near the encampment, with the clear intention to cause violence. Because of your inaction, they acted on the intention and brutally attacked students you were responsible for.

This happened in front of your eyes, on your campus, and it was livestreamed for the whole world to see. I would like to know if you are truly committed to keeping your students safe, how did you fail these students at many critical points where you could have intervened?

Mr. BLOCK. Thank you for the question, but I am sorry, but I reject the premises. These students—

Ms. OMAR. How do you reject the premise? Are these pictures lying? Are these pictures lying? Any of these people in jail?

Mr. BLOCK. Can I finish my statement?

Ms. OMAR. No. Are any of these people in jail? Are any of these people arrested?

Mr. BLOCK. LAPD is working on trying to identify the people who were assailants that evening. We were committed to finding out the people that were involved.

Ms. OMAR. It has been over a month. I submit for the record an article that starts -- that CNN has produced.

Chairwoman FOXX. Without objection.

[The Information of Ms. Omar follows:]



[Video Ad Feedback](#)

Outsiders left UCLA protesters beaten and bloody

05:10 - Source: [CNN](#)

[See More Videos](#)

**Unmasking counterprotesters who attacked UCLA's pro-Palestine encampment**

Lah and Anna-Maja Rappard, CNN

⌚ 11 minute read · Published 11:06 AM EDT, Thu May 16, 2024

**(CNN)** — A young man in a white plastic mask beats a pro-Palestinian protester. Another in a maroon hoodie strikes a protester with a pole. A local instigator pushes down barricades.

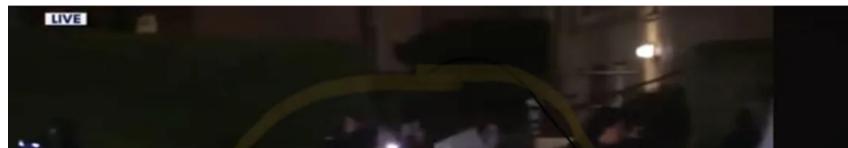
Law enforcement stood by for hours as counterprotesters attacked the pro-Palestinian encampment at UCLA on April 30, which erupted into the worst violence stemming from the ongoing college protests around the country over Israel's war in Gaza.

While a criminal investigation is underway into the assaults that occurred at UCLA, the identities of the most aggressive counterprotesters have gone largely unknown. A CNN review of footage, social media posts, and interviews found that some of the most dramatic attacks caught on camera that night were committed by people outside UCLA – not the university students and faculty who were eventually arrested.

Many at the scene appeared dedicated to the pro-Israel cause, according to social media and their own words that night. The violent counterprotesters identified by CNN, which included an aspiring screenwriter and film producer and a local high school student – were joined by unlikely allies, several of whom are known throughout southern California for frequenting and disrupting a variety of protests and public gatherings.

The young man sporting the white mask and a white hoodie in widely shared video clips is Edan On, a local 18-year-old high school senior, his mother confirmed to CNN, though she later said he denies being at UCLA. Video shows On joining the counterprotesters while waving a long white pole. At one point, he strikes a pro-Palestinian protester with the pole, and appears to continue to strike him even when he was down, as fellow counterprotesters piled on.

"Edan went to bully the Palestinian students in the tents at UCLA and played the song that they played to the Nukhba terrorists in prison!" his mother boasted in Hebrew on Facebook, referencing Hamas. She circled an image of him that had been broadcast on the local news.



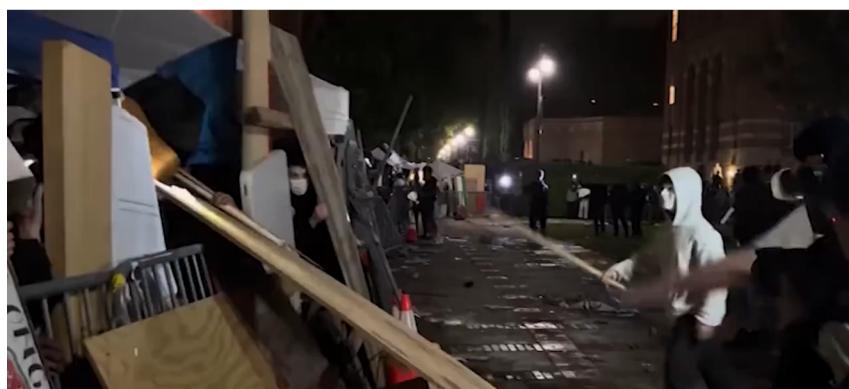


An image from Fox 11 Los Angeles posted on Facebook by Sharon On-Siboni shows her son, Edan On, with a white hoodie throwing an object into the encampment created by pro-Palestinian protesters at UCLA. On-Siboni highlighted the image. From Fox 11

"He is all over the news channels," his mother wrote in a now-deleted post.

Some counterprotesters had been spotted on campus days earlier, drawn by a high-profile pro-Israel rally as inflammatory videos and claims rapidly spread across social media.

Many at the scene Tuesday hid their faces behind masks and scarves. Some attackers sprayed protesters with chemical irritants, hit them with wooden boards, punched and kicked them and shot fireworks into the crowd of students and supporters huddled behind umbrellas and wooden planks, attempting to stay safe. For hours, they sought to pull away pieces of the barrier, scooping up fallen wooden planks and poles to use as makeshift weapons, lunging toward pro-Palestinian protesters who emerged from the camp to protect it from being breached.





Video footage shows the young man in a white hoodie, identified as Edan On, striking at the barrier around the pro-Palestinian encampment. William Gude



In this still taken from a video posted on social media, Edan On removes his mask. From Social Media



From Social Media

As protesters chanted, “We’re not leaving” from the encampment, some counterprotesters shouted back, “You are terrorists, you are terrorists!”

Video footage shows that some counterprotesters instigated the fighting, while others did little to intervene. Then police did little as a large group of counterprotesters calmly walked away, leaving behind bloody, bruised students and other protesters.

The Los Angeles Police Department and California Highway Patrol referred all questions about the incident to the UCLA Police Department, which did not respond to multiple requests for comment.

Law enforcement did not track injuries from the attack. But according to the encampment’s organizers, more than 150 students “were assaulted with pepper spray and bear mace,” and at least 25 protesters ended up being transported to local emergency rooms to receive treatment for injuries including fractures, severe lacerations and chemical-induced injuries.

“I actually thought someone would get killed,” said Rabbi Chaim Seidler-Feller, UCLA Hillel’s Director Emeritus, who called 911 around midnight as he watched the violence on live TV. “They came to beat people up.”

The next day, Hillel at UCLA posted an open letter from student leaders denouncing what it called “fringe members of the off-campus Jewish community” who did not represent “the estimated 3,000 Jewish Bruins at UCLA.”

“We cannot have a clearer ask for the off-campus Jewish community: stay off our campus,” it stated. “Your actions are harming Jewish students.”

### **‘You guys are about to get f—ed up’**

In one of the more dramatic [videos](#) of the night, a protester wearing the colors of the Palestinian flag underneath an LA Kings jersey was knocked to the ground and beaten by multiple counterprotesters as he guarded the encampment.





The footage appears to show Edan On, in the white hoodie, and others striking at a pro-Palestinian protester on the ground. Key News Network

One of those assailants was On, who rushed into the middle of the fray with his pole. When CNN showed On's mother a [video](#) of him attacking the protester, she said Edan, who she confirmed is a senior at Beverly Hills High School, was only defending himself. His mother – who previously described a smaller group of UCLA students protesting the war last year as "human animals" on social media – said dozens of his schoolmates had also gone to campus on the 30th and that her son intends to join the Israel Defense Forces.

The school district said federal law prohibits sharing information about students, including confirming their identities. On could not be reached for comment directly. When CNN contacted On's mother for an interview with him, she replied that her son was in Israel and that he claimed he wasn't at UCLA despite her earlier confirmation.

The man in the LA Kings jersey was ultimately dragged into a group of counterprotesters and kicked by an aspiring Los Angeles screenwriter and producer who CNN identified as Malachi Marlan-Librett, according to a review of social media photos, footage from the protest and interviews with multiple people who knew him. According to his LinkedIn, he graduated from UC Santa Cruz in 2019 and attended a UCLA professional film and television program the following year.

A man in a maroon hoodie joined Marlan-Librett in dragging the protester into the mob.





A pro-Palestinian demonstrator is beaten by counterprotesters attacking a pro-Palestinian encampment set up at UCLA's campus. The man in the maroon hoodie is among the attackers, which include Malachi Marlan-Librett (beige cap) to his right. Etienne Laurent/AFP/Getty Images



A counterprotester, identified by CNN as Malachi Marlan-Librett, pushes a pro-Palestinian protester in the barrier of the UCLA encampment. Wally Skalij/Los Angeles Times/Getty Images



Marlan-Librett is seen throwing the bottom of a broom at a pro-Palestinian protester. William Gude

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The protester was later seen in a video receiving treatment for a bloody head injury at the encampment. Marlan-Librett and the man in the maroon hoodie, along with other counterprotesters, such as an unmasked man wearing a red bandana around his neck, were seen committing multiple acts of violence throughout the night.

They became prime targets for online researchers who told CNN they had created internal nicknames such as #UCLARedBandana, #UCLANeffHat and #UCLAMaroonHoodie as they attempted to identify them.

In one violent episode captured on video, Marlan-Librett is seen carrying the end of a broom in his hand, using it to strike a protester in the head before kicking him. Even after the protester retreats, Marlan-Librett sneaks up on him from behind and strikes him in the head once again. Marlan-Librett didn't respond to calls and texts from CNN.

In another video, the man in the maroon hoodie runs toward the encampment yelling, "You guys are about to get f\*\*\*ked up." In the over 3-hour-long livestream, the young man is in the thick of the scrum and can be seen hitting another man with a pole before arming counterprotesters with wood planks. The man could be heard yelling at protesters, "F\*\*\*k you, f\*\*\*king terrorists," then, "The score is 30,000" – a reference to the number of Palestinians killed by Israel's bombing campaign and ground offensive in Gaza.

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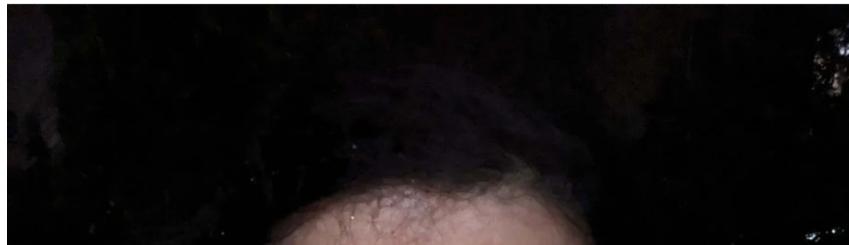


Journalist Dolores Quintana is pepper-sprayed by the man in the maroon hoodie and other counterprotesters. William Gude

Just minutes earlier, the man pepper-sprayed a journalist in the face, while she was filming the crowd. "I had to walk off because I literally could not see anything," the local journalist, Dolores Quintana, told CNN. "And it was getting in my mouth. And so, I was starting to choke."

She said a volunteer came out of the encampment to wash out her eyes with water and saline. Quintana took a selfie when she could open her eyes again. In the photo, her face was drenched and pale, with red blotches on her forehead.

"This was the worst situation I ever found myself in as a journalist," she said. "I was afraid they were going to kill somebody."





Dolores Quintana pictured shortly after being pepper-sprayed while covering the protests at UCLA in early May. Dolores Quintana

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### **Local provocateurs in the fray**

According to multiple acquaintances of the man in the maroon hoodie, he attended Los Angeles Valley College with his brother. Both brothers were enrolled at USC in the fall 2023 semester for a couple weeks before disenrolling, according to the school.

Neither did Tom Bibiyan, a 42-year-old who was once a local Green Party official. Bibiyan was stabbed at a KKK rally where he was a counter-protester in 2016 and has since become an ardent Trump supporter. His colorful Instagram page is a mix of right-wing memes, numerous posts defending famous men against sexual assault allegations and pro-Israel content.

Video footage shows Bibiyan among those at the front line of people rushing the encampment in an attempt to remove protective metal barriers, as campus security guards watched the violence unfold.



Tom Bibiyan is seen throwing a water bottle at a protester. William Gude





Tom Bibiyan is seen rushing the pro-Palestinian encampment at UCLA. William Gude

"The moment we rushed the terrorist encampment last night at UCLA to take it apart," he captioned a video he posted to Instagram. "F\*\*k them kids," he said in a separate post, which has since been deleted.

A CNN journalist reached Bibiyan outside his home, wearing the same jacket he had worn at UCLA, but he refused to say why he had taken part in the violence. "You're being a little rude, and I'm going to call the police if you don't leave," he said.

Other older men spotted among the mob looked familiar to local public school mom Angie Givant as she followed what happened that Tuesday night on social media: a group of right-wing provocateurs who she'd seen protesting LGBTQ rights in public schools at school board and city council meetings around Los Angeles.

"As soon as there were rumors that, you know, things were going to go down at UCLA, there was a mobilization of very familiar reactionary extremists," she told CNN.

One of the older men, Narek Palyan, joined the group of counterprotesters despite having posted anti-Jewish tropes on his social media accounts. Palyan, who didn't appear to engage in the violence, claimed to CNN he has a child at UCLA, though a student was not seen accompanying him that night. "I was definitely keeping the peace, at least trying to," he said.

### **Student journalists attacked**

UCLA junior and student journalist Catherine Hamilton said that when a firework landed a few feet away from where she was standing and she saw the men approaching in masks, it was clear to her that they were about to do something they didn't want to be recognized for.

"In that moment when that firework went off and started ringing in my ears, I was like, something very bad is going to happen on this campus," she said.

... ... ... ... ... ... ... ... ...

and along a well-lit street in the center of campus, just before 3:30 am, she says they were encircled by a small group of counterprotesters mainly dressed in black. She told CNN the man leading the group was someone whom she immediately recognized. He was a counterprotester who had previously verbally harassed her and taken a photo of her press badge, she said.

Within seconds, they sprayed the student journalists with a type of mace or pepper spray and flashed lights in their faces. As she tried to get away, Hamilton said, she was repeatedly struck in the chest and abdomen.

One of the journalists confronted the attackers and shoved one before he was pummeled to the ground and beaten, according to video footage of the incident.

### **'I was expecting us to start working on an obituary'**

The day after the attack, UCLA's chancellor called the events "a dark chapter" in the school's history that "has shaken our campus to its core."

A parent who was at the encampment with their child, a UCLA student, also described the night as feeling like "a civil war movie" with embers raining down and the wounded being treated all around. The parent said they were frantic to find help, calling UCLA campus police six times in a row.

One fourth-year UCLA student – who requested anonymity due to safety concerns – told CNN he was hit in the corner of his forehead with a traffic cone. Minutes later, video captured a counterprotester smashing a wooden plank into the back of his head.

With two deep cuts on his head, he said he rushed to the hospital and ultimately received 14 staples and three stitches for the injuries.

The violence directed at the protesters and his access to medical treatment reminded him of why they had set up the encampment in the first place, trying to raise awareness about the mass deaths and destruction from Israel's war in Gaza, and calling for the university to divest from any financial ties with Israel. "I had the privilege of going to a hospital," he said. "In Gaza, there are zero fully functioning hospitals."

Thistle Boosinger, a 23-year-old member of the encampment who is not a UCLA student, had her hand smashed the night of the violence. She described how her assailant took a piece of wood above his head before slamming it down on her hand. "At first, I just screamed," she



Thistle Boosinger, a 23-year-old member of the encampment, had her hand smashed the night of the violence. Boosinger requested CNN obscure a portion of this image over privacy concerns following recent developments. Courtesy Thistle Boosinger

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In a video call, Boosinger held up her hand wrapped in gauze and described her injury. "My bone is broken totally in half below my knuckle ... [which is] shattered into a bunch of pieces and jumbled up."

"...try to defend the encampment and keep people safe. We were ... trying to keep the barricade wall up because that was literally protecting our lives," Kupsh said. It wasn't long before he was pepper sprayed, forcing him to seek medical treatment as the attacks continued.

Kupsh and others still wonder what would have happened had the encampment been breached that night.

"I hate to say it," said Catherine Hamilton, the student journalist, "but I was expecting us to start working on an obituary the next day because I thought something that serious would happen to the students in the encampment."

**Do you have information to share about the attack at UCLA? Email us at [watchdog@cnn.com](mailto:watchdog@cnn.com).**

*CNN's Audrey Ash, Isabelle Chapman, Scott Glover and Curt Devine contributed to this story.*

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Ms. OMAR. Why did you not immediately send the police that were standing by, your campus police, law enforcement, to intervene?

Mr. BLOCK. We tried. We notified as soon as we saw the violence, we notified all of our mutual aid partners. We tried to get the police there as quickly as possible. Going back to my original point, so this encampment was against policy. This violated time, place and manner—

Ms. OMAR. Chancellor, if I may, the footage from that night reveals that some of the most dramatic attacks were carried out by individuals not affiliated with UCLA. Not the university students, faculty, that were arrested.

Why have the violent agitators, who you know have been identified, not been held accountable for assaulting over 150 of your students? You should be ashamed in the fact that you failed your students, you should be ashamed for letting a peaceful protest gathering get hijacked by an angry mob.

You should be ashamed for allowing such violence to take place on your campus, which will now be weaponized by republicans in this Committee.

You played right into the hands in laying the ground for attacking institutions of public education, stripping students of their rights, and broader repression of movements. I know that my time is up. I would like to submit these images into the record.

Chairwoman Foxx. Without objection.

[The Information of Ms. Omar follows:]





Ms. OMAR. An open letter to the UCLA community from the UCLA Jewish faculty and staff.  
[The Information of Ms. Omar follows:]

**An Open Letter to the UCLA Community from UCLA Jewish Faculty and Staff**  
<https://sites.google.com/view/ucla-jewish-faculty-staff/home>

We are Jewish faculty and staff at UCLA, of various degrees of religious observance and cultural practice, various racial and class backgrounds, and from multiple parts of the world. We are also Jews of different political persuasions, including but not limited to Jews who are anti-Zionist, non-Zionist, and Zionist.

UCLA Chancellor Gene Block has recently shared a number of messages with the campus community. Chancellor Block has spoken of his concerns about the fear experienced by "Jewish students" and has drawn a supposed connection between addressing campus antisemitism and dismantling the encampment in front of Royce Hall. In doing so, he (mis)used Jews as justification for the arrest of those associated with Students for Justice in Palestine and their sister organizations, including Jewish Voice for Peace, among others. These statements and actions have upset us, not least because we notice a tendency to treat Jewish people on campus as a homogenous bloc despite our many backgrounds, convictions, and experiences. A great deal is being said in our name, without our consent.

We agree on the following statements in light of the events that occurred on our campus between April 30 and May 2, 2024:

**1. Amnesty for arrested protesters:** We call on the university to ensure that all students, faculty, and staff who were arrested for being part of or in solidarity with the encampment are provided with full amnesty and are assured that they will not be targeted again by UCLA or any UC administrators for engaging in peaceful protest.

**2. Chancellor Block was wrong to attribute violence to the encampment:** We call on UCLA Chancellor Block to acknowledge publicly the harm he has done to the Palestinian Solidarity Community and to the campus by placing blame on the encampment for the violence directed against the encamped students. Documentary evidence and many witnesses, including faculty among us, confirm the origins of the violence: Violence was initiated and carried out primarily by outside attackers who were not UCLA students, including some self-identified Zionists and some white nationalist aggressors, and did not originate in the encampment.

**3. Critiques of Israel are not presumptively antisemitic:** Israel does not represent all Jews. While the signatories have profound disagreements about the State of Israel, we agree that it is dangerous to frame all critiques of the state or government of Israel, or all critiques of Zionism, as antisemitic.

**4. Jews who support the liberation of Palestine must not be devalued:** We reject the notion that those Jews who embrace and work with the people of Palestine, whether in Palestine or in the United States, have sacrificed their Jewishness. We emphasize the view that many Jews who embrace pro-Palestinian work regard themselves as fully Jewish and act as Jewish people of conscience. We also reject the narrative pitting Jews against pro-Palestine protesters. This narrative ignores the diversity of the Jewish community and the presence of Jews within the

protest movement.

**5. Acknowledging the encampment:** Some of those signing are among those who treasure and celebrate the presence of the encampment and who respect the encamped students for their courage, potency, discipline, stamina, and passion. All of us recognize the importance of non-violent student speech and freedom of expression on a wide range of issues, whether or not we all agree with particular expressions.

**6. Freedom from harassment:** All UCLA students have a right to pursue their studies, follow their interests, and peacefully express themselves without fear of intimidation or attack from police, security staff, other students, faculty and staff, the university administration, or outside community members.

**7. Ceasefire and Student Activism for Palestine:** We support an immediate ceasefire in Gaza, unconditionally. We strongly support the provision of resources needed to rebuild Gaza and to support the surviving people of Gaza, including but not limited to humanitarian aid. We encourage the University of California administration to engage in meaningful dialogue with the pro-Palestinian protesters about the content and context of their demands (including divestment) and the role that the UC can play in promoting peace and justice. Some of those signing have asked that we also specify that the hostages still held by Hamas should be released. We do so, and we simultaneously emphasize that the people living and dying in Gaza are not collectively responsible for hostage-taking, or for the actions of Hamas, or any organization.

In solidarity and in hope for a just future,

78 total signatories

Hannah Appel, Associate Professor, Anthropology, International Institute, UCLA Luskin

Andrew Apter, Professor, History, Anthropology

Alexander Arnold, Assistant Professor, Law

César J. Ayala, Professor, Sociology

Katy Barkan, Lecturer, Architecture and Urban Design

Zsuzsa Berend, Sociology

Anne Blackstock-Bernstein, Lecturer, Education

Michael Cahn, Lecturer, History

Steven Clayman, Professor, Sociology

Adam Crager, Associate Professor, Philosophy

Helen Deutsch, Professor, English

Daniela Dover, Assistant Professor, Philosophy

Gabriel Edwards, Staff, Medicine  
Lieba Bernice Faier, Associate Professor, Geography  
Melissa Finell, Lecturer, Film, Television and Digital Media  
Joseph Fishkin, Professor, Law School  
Gary Riichirō Fox, Lecturer, Architecture and Urban Design  
Meryl Friedman, Staff, Director of Education and Special Initiatives, Center for the Art of Performance  
Dan Froot, Professor, World Arts and Cultures/Dance  
Miki Goral, Librarian, Library  
Gabriel Greenberg, Associate Professor, Philosophy  
Jared Greenberg, Assistant Professor, School of Medicine  
Daniel Greenfield, Lecturer, Law School  
Elisheva Gross, Lecturer, Psychology  
Ariela Gross, Distinguished Professor, Law  
Jonathan H. Grossman, Professor, English  
Barbara Herman, Professor, Philosophy  
Karen Jarsky, Academic Administrator, Education  
Dvora Joseph Davey, Associate Professor, Infectious Diseases and Epidemiology  
Benjamin Karney, Professor, Psychology  
Jan Kirsch, Lecturer, Education and Information Studies  
Liz Koslov, Assistant Professor, Department of Urban Planning and Institute of the Environment and Sustainability  
Randall Kuhn, Professor, Community Health Sciences  
Ayala Levin, Associate Professor, Architecture and Urban Design  
Nancy E. Levine, Professor, Anthropology  
Alison Lipman, Lecturer, Ecology and Evolutionary Biology  
Aaron Littman, Assistant Professor, Law  
Kristy Lovich, Staff, Manager of Community Programs and Research, UCLA Luskin Institute on Inequality and Democracy

Sara Lyons, Lecturer, Theater

Beckett Maravelias, Staff, Health Equity, Diversity and Inclusion

Victoria Marks, Professor, World Arts and Cultures/Dance and Disability Studies

Michael Meranze, Professor, History

Isabella Morton, Assistant Professor, Psychiatry

David N. Myers, Professor, History

Rahul Neuman, Lecturer, Music

Sherry B. Ortner, Professor Emerita, Anthropology

Michael Osman, Associate Professor, Architecture and Urban Design

Aaron Panofsky, Professor, Institute for Society and Genetics, Department of Public Policy

Hirsch Perlman, Professor, Department of Art

Shaina Potts, Assistant Professor, Geography

Jeffrey Prager, Research Professor, Sociology

Todd Presner, Professor, European Languages and Transcultural Studies

Beth Ribet, Lecturer, Disability Studies and Gender Studies

Zack Ritter, Lecturer, Civic Engagement and Social Change (CESC)

Tyson Roberts, Lecturer, Political science

John Rogers, Professor, Education

David Schneller, Assistant Professor, Art History

Jessica Schwartz, Associate Professor, Musicology

Andrew D. Selbst, Assistant Professor, Law

Nicholas Shapiro, Assistant Professor, Institute for Society and Genetics

Jeff Share, Lecturer, Education and Information Studies

Yael Sharvit, Professor, Linguistics

Vadim Shneyder, Associate Professor, Slavic, East European and Eurasian Languages and Cultures

Debora Silverman, Distinguished Professor Emerita of History and Art History, History and Art History

Susan Slyomovics, Professor, Anthropology and Near Eastern Languages and Cultures

Olivia Snow, Visiting Assistant Researcher, Gender Studies

Alexandra Solodkaya, Librarian, UCLA Library

Isaac Speer, Lecturer, Sociology

Lydia Spielberg, Assistant Professor, Classics

Marike Splint, Associate Professor, Theater

Eddo Stern, Professor, Design Media Arts

Luz Maria Torres, Staff, Sociology

Cass Turner, Assistant Professor, English

Paul Von Blum, Senior Lecturer, Communication and African American Studies

Barbara Wien, Lecturer, Peace, Human Rights, and Intercultural Relations

Juliet Williams, Professor, Gender Studies

Jordan Yanowitz, Staff, Ecology and Evolutionary Biology

Noah Zatz, Professor, Law and Labor Studies

Chairwoman Foxx. Thank you. Mr. Williams, you are recognized for 5 minutes.

Mr. WILLIAMS. Thank you, Madam Chairwoman. A question for each of the university leaders here. When students return to campus in just a few months, will there be new rules, policies, procedures and enforcement mechanisms in place to keep Jewish students safe and welcomed?

Mr. SCHILL. All of our students, yes.

Mr. HOLLOWAY. All of our students, yes.

Mr. BLOCK. Same answer.

Mr. WILLIAMS. Thank you. President Schill, I assume that these new rules, policies, procedures and enforcement mechanisms will be informed and guided by the events of the law few months on your campus. Is that correct?

Mr. SCHILL. Absolutely.

Mr. WILLIAMS. Thank you. That would mean that your investigations are complete. Is that correct?

Mr. SCHILL. Our investigations are ongoing.

Mr. WILLIAMS. You did not commit to that earlier, but you just committed to having policies, procedures, et cetera, ready in time for the new school year. I assume that is based on your investigations. That makes sense to me. Is that true?

Mr. SCHILL. It is based on what we have learned about what has happened over the past year, and it is based on best practices, and it is based I am sure on some investigation that is investigations that have already taken place, but it is that our investigations are an ongoing process. We will be getting violations presumably over time, and we are not going to hold up.

Mr. WILLIAMS. If I may, just to keep this line of questioning. When Jewish students return this fall, will students and faculty who have been found to have made violent threats to Jewish students, will they be barred from campus this fall? This is your commitment to have these policies and procedures in place.

Can Jewish students returning to your campus anticipate that the violators who have been found by your investigations be barred from campus? Is that a fair assumption?

Mr. SCHILL. There is a disciplinary process.

Mr. WILLIAMS. This is a straightforward question.

Mr. SCHILL. No, it is not actually. There is a disciplinary process. In the disciplinary process we will grant hearings and due process to the students and will mete out what the appropriate penalty is. I cannot say.

Mr. WILLIAMS. Should they be suspended from campus then, perhaps while this due process is under, you know, being undertaken, perhaps to protect the Jewish students, the parents that are sending them to their schools, perhaps then you would commit that they are barred from campus, that they are suspended until the outcome of these investigations?

Mr. SCHILL. That is not how due process works.

Mr. WILLIAMS. Okay. How about for you, Mr. Holloway, the same question, sir?

Mr. HOLLOWAY. Yes.

Mr. WILLIAMS. Okay. Thank you.

Mr. HOLLOWAY. We are—now we have graduated our class, and so we are now in the process of shifting gears, some are planning to do the work of exploring our policies and building plans.

Mr. WILLIAMS. I am talking about the specific violators that are being investigated for these heinous crimes, will they be at your campus when new students, Jewish students return in the fall, yes or no? Okay. This is a question for each of you again. Would you say that the emergence of encampments on your campus, was this a spontaneous event, or was it orchestrated and planned? President Schill? Did it surprise you?

Mr. SCHILL. It surprised me.

Mr. WILLIAMS. Mr. Holloway.

Mr. SCHILL. With about an hour's notice, it surprised me as well.

Mr. WILLIAMS. Mr. Block.

Mr. BLOCK. I would say planned or copycat, but certainly a number of encampments went up very quickly, which was surprising.

Mr. WILLIAMS. If I may, then who is behind these encampments? What are the groups, faculty, faculty groups, maybe which departments, student organizations, who are behind these encampments in your opinion, specifically groups on your campus, Mr. Schill?

Mr. SCHILL. I do not know.

Mr. WILLIAMS. Wow.

Mr. Holloway.

Mr. HOLLOWAY. I have had a public university with a lot of outside organizations involved. I know some we are funding. I cannot—I am unable to tell you which organizations.

Mr. WILLIAMS. Mr. Block.

Mr. BLOCK. I am uncertain because there were quite a—

Mr. WILLIAMS. Absolutely shocking. You allowed these encampments to persist on your campus, but you do not know who was behind them. You do not know what was there, but they are occupying and causing violence and chaos on your campus. That is an astonishing admission to me, and I think probably disingenuous.

Again, for each of you, do you acknowledge that giving guidance to campus police to refuse to take police reports of crimes could be a violation of the Clery Act? President Schill, are you aware of that?

Mr. SCHILL. I am not aware of anyone—

Mr. WILLIAMS. Are you aware that this is a violation of Clery Act?

Mr. SCHILL. I have not looked at the Clery act recently, but it could be. I do not know.

Mr. WILLIAMS. Mr. Holloway.

Mr. HOLLOWAY. If you are suggesting something like that happened at Rutgers, that is news to me.

Mr. WILLIAMS. Mr. Block, are you aware?

Mr. BLOCK. I am not a lawyer. I assume that is a violation.

Mr. WILLIAMS. Okay. I yield back.

Chairwoman FOXX. Thank you, Mr. Williams. Ms. Leger Fernandez, you are recognized for 5 minutes.

Ms. LEGER FERNANDEZ. Thank you, Madam Chair and Ranking Member, and thank you witnesses for joining us today. In the past 7 months since antisemitic incidents have spiked across the country, this Committee has held five hearings, roundtables similar to

this, but sadly—sadly, we have not had a single hearing to actually consider the legislation to address this epidemic of hate.

We have bills that we could hear, like Congresswoman Kathy Manning's bipartisan, Countering Antisemitism Act, which I am a proud cosponsor, along with 45 of my colleagues. I will point out that that bill has an equal number of democrat and republican co-sponsors. There is a bipartisan effort to actually adopt legislation to cover these issues.

Unfortunately, antisemitism as we know, is a form of hate also rampant in our politics. For example, the current republican nominee for Governor of North Carolina has repeatedly made antisemitic statements, including downplaying the atrocities of the Holocaust.

Madam Chair, I would like unanimous consent to enter into the record the article from the Times of Israel titled, "Trump backs GOP Candidate for North Carolina Governor Accused of Antisemitic Remarks."

Chairwoman Foxx. Without objection.

[The Information of Ms. Leger Fernandez follows:]

# Trump backs GOP candidate for North Carolina governor accused of antisemitic remarks

Former US president calls state Lt. Gov. Mark Robinson, who has also been criticized for comments deemed misogynistic and homophobic, 'one of the great stars in politics'

By [HANNAH SCHOENBAUM](#) 11 June 2023, 2:56 pm



Lt. Governor Mark Robinson, Republican from North Carolina, speaks to the crowd at former US president Donald Trump's rally, Sept. 23, 2022, in Wilmington, North Carolina. (AP Photo/Chris Seward)

GREENSBORO, North Carolina (AP) — Former US president Donald Trump said Saturday night in North Carolina that he would endorse Republican Lt. Gov. Mark Robinson for governor in a move many delegates expect will cement Robinson's place as the front-runner in a competitive GOP primary and propel him to the governor's office.

 THE TIMES OF ISRAEL

Trump threw his support behind the similarly sharp-spoken Robinson at the state GOP convention in Greensboro during one of his first public appearances since he was hit this week with a historic indictment — the first federal case against a former president.

Trump said he would save his formal endorsement for another time but told Robinson from the stage, “You can count on it, Mark.” He referred to Robinson as “one of the great stars of the party, one of the great stars in politics.”

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The former president, meanwhile, faces 37 felony counts for improperly storing in his Florida estate sensitive documents on nuclear capabilities, enlisting aides to help him hide records demanded by investigators and showing off a Pentagon “plan of attack” and a classified map.

But several North Carolina delegates, who greeted the former president and 2024 GOP front-runner with roaring applause, dismissed the indictment as a bad-faith attack by US President Joe Biden’s administration to undercut his strongest competitor.

Many Republican voters anticipate the indictment, which Trump called “a travesty of justice,” will boost his presidential campaign — and boost Robinson’s along with it.

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Former US president Donald Trump speaks during the North Carolina Republican Party Convention in Greensboro, North Carolina, June 10, 2023. (AP Photo/Chuck Burton)

"In a lot of ways he reminds me of Trump in that he doesn't pull any punches," said Mia Brydie, a 52-year-old GOP delegate from Greensboro. "I admire him because he's a man that speaks for the people."

Robinson was elected in 2020 as the state's first Black lieutenant governor in his first run for public office. He would make similar history if he wins the governorship.

Brydie, a Black woman, said she thinks Robinson is the best person to represent her and other Black and working-class families. Robinson released an autobiography last year that talked about a childhood of poverty and the various financial challenges he has faced as an adult.

But some members of the party have questioned whether Robinson's long history of harsh comments — which some women, Jewish people and members of the LGBTQ+ community have blasted as misogynistic, [antisemitic](#) and homophobic — might hurt the party's chances of winning back the governorship in a closely divided state.

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Robinson's campaign did not immediately respond Saturday to email and phone messages seeking comment.

Despite Republican success in controlling both chambers of the state legislature, the GOP has won the governor's office just once since 1992 — back in 2012. Democratic Governor Roy Cooper, who has held the office since 2017, is term-limited and cannot run again in 2024.

State Attorney General Josh Stein is the only prominent Democrat who has entered the race to succeed Cooper. His campaign spokesperson, Kate Frauenfelder, said she expects Trump's endorsement of Robinson will "spur even more chaos in the already messy Republican primary."



North Carolina Attorney General Josh Stein speaks to reporters in Raleigh, North Carolina, August 3, 2017. (AP Photo/Emery Dalesio, File)

State Treasurer Dale Folwell, who is running against Robinson in the GOP primary, told The Associated Press by text message Saturday during Trump's speech that he never intended to ask for or receive the former president's endorsement.

The Times of Israel

Trump “doesn’t know me or my track record for governing or explaining conservatism without offending people,” Folwell said.

Charles Norwood, a delegate from Hampstead, said shortly before Trump’s speech Saturday that he was undecided about which gubernatorial candidate to support.

Robinson is “very dynamic,” Norwood said. But he and his wife, Lynn, said they were both leaning toward Folwell, who has impressed them during his time as state treasurer.

“Mark has got the enthusiasm, but he may be unfamiliar with the levers of power,” Norwood said. “He may not work the political system as well as he works the emotional system.”

Robinson, Norwood said, is “not as politically sophisticated” as Folwell. But the husband and wife agreed that Trump’s endorsement of Robinson would be enough to sway them “because Trump’s going to be president, and the governor should be on his side,” he said.

Jonathan Bridges, a campaign spokesperson for former US Representative Mark Walker, another GOP candidate for governor, said he “fully anticipated” Trump’s expression of support for Robinson but expects he might not want to follow through with a formal endorsement once he learns more about the lieutenant governor.

Jim Forster, an 81-year-old delegate from Guilford County, drew several parallels between Trump and Robinson, including their hardline conservative positions on abortion and LGBTQ+ rights and their uncensored approach to campaign speeches. Like Trump, Robinson is “strong and aggressive,” he said.

 THE TIMES OF ISRAEL

"He would make a lot of mistakes but would do a lot of good things, too," Forster said. "He's loud, he's noisy, he's pushy and he's right — that's what makes him special."

Ms. LEGER FERNANDEZ. Also, just last week the Minnesota Republican party endorsed a candidate for the U.S. Senate who once self-identified as an antisemite. Madam Chair, I would like unanimous consent to enter into the record the article from the Times of Israel titled, "Royce White, Podcaster who Railed Against Jews Wins Republican Nod in Minnesota."

Chairwoman FOXX. Without objection.

[The information of Ms. Leger Fernandez follows:]

≡ THE TIMES OF ISRAEL

## Royce White, podcaster who railed against Jews, wins Republican nod in Minnesota

Candidate has described himself as an 'antisemite,' said Jews invoke Holocaust to cover for corruption, and called Israel the 'lynchpin of the New World Order'

By [ITA](#) 21 May 2024, 9:58 am



Royce White, an NBA player turned right-wing podcaster, received the Minnesota GOP's endorsement for Senate on May 18, 2024. (Screenshot via X)

The Minnesota Republican Party has endorsed a podcaster running for Senate who has employed conspiratorial rhetoric about "the Jewish lobby."

Royce White, a former professional basketball player turned right-wing podcaster, won the state party's endorsement at its convention over the



weekend. More than two-thirds of the delegates voted to endorse White, though the state party said its endorsement came with “reservation.”

White is running against several other GOP hopefuls, including a former naval intelligence officer. The winner of the August 13 primary will face incumbent Democratic Sen. Amy Klobuchar.

The 33-year-old White, who was introduced at the convention by former Donald Trump adviser Steve Bannon, once described himself as an “antisemite” on his own Twitter profile, along with other labels including “Blackface, Extremist, Cis-Male, Sexist, Misogynist, Homophobic, Transphobic.” (Justifying those epithets to a critic over the weekend, he said, “I was listing all the things I’ve been called by people like you.”)

White has also defended the rapper Ye, formerly Kanye West, from the charge of antisemitism after Ye praised Hitler and made a series of public antisemitic remarks in the fall of 2022. At the time, during a broader discussion of Ye’s comments, White said Jews focus on the Holocaust “to provide a victimhood cover for their own corrupt practices.”

More than a year later, he has continued to defend Ye.

“When Kanye West spoke against Israel and the Jewish lobby he was called antisemitic by the left,” White tweeted in November 2023. “They called Kanye West antisemitic because he was pushing a Black Republican or Conservative message wrapped in the gospel.”

After stating that “nobody has a general problem with Jews” in a tweet during the fall of 2022, he added, “There is a group of Jewish elite, that tends to be secular in belief and corrupt in political practice.” Around that same time, he shared a video interview with Rabbi Yisroel Dovid Weiss of the anti-Zionist Ultra-Orthodox Neturei Karta sect, calling him “a real Jew, giving the real Jewish belief on these matters.”

The Times of Israel

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"Why are the black hats never heard when these controversies come up?" Royce added.

Since the outbreak of the Israel-Hamas war on October 7, Royce has also opposed his own party's "unwavering support for Israel," calling Israel "the lynchpin of the New World Order."

He has been criticized by the organization and Twitter account StopAntisemitism in the past.

Requests for comment to the White campaign and the Minnesota GOP were not immediately returned. White previously ran for Congress in 2022, aiming to oppose Democratic Rep. Ilhan Omar, but placed second in his district's GOP primary.

A former basketball player, he had a brief NBA career but was sidelined by a generalized anxiety disorder that he said made it difficult for him to travel. His politics have been difficult to pin down: He also led racial-justice protests after the 2020 murder of George Floyd and has spoken out against the Uyghur genocide.

If he wins the Republican primary, White faces an uphill climb. No Republican has won statewide office in Minnesota since 2006, and the statewide party was recently short on cash.

But on Twitter over the weekend, at least one Jew seemed open to backing him. Naomi Litvin, an Israeli-American self-published author and Trump supporter who has attacked Israeli critics of Prime Minister Benjamin Netanyahu on social media, initially sounded the alarm on White's endorsement before he responded, "Jews agree with me. Black and Jews, stop being used."

The logo for The Times of Israel, featuring a blue square with a white three-dot menu icon on the left, and the text "THE TIMES OF ISRAEL" in white capital letters on the right.

Litvin then told White, "I am against globalism as much as you are," and "I hope you make it into the Senate. Please keep an open mind about Israel."

Ms. LEGER FERNANDEZ. These are not isolated incidences, they follow a disturbing trend of the far right that embraces antisemitic conspiracies like the Great Replacement Theory. Just Monday afternoon, there was a video posted on former President Donald Trump's site that features images of hypothetical newspaper articles celebrating a 2024 victory for him, and referring to "The creation of a unified Reich," under the headline, "What's Next for America?"

This Committee has the authority over something that is really important and key for combatting hate across America, and that is education. We know that education is one of the great methods of bringing people together, of having students, Americans, all people, start to understand religions, people, viewpoints that are different from their own, to start to understand the history of antisemitism that has plagued not only this country, but our world for centuries upon centuries.

To understand that history, to understand that it must be treated with the care and attention that it deserves. Unfortunately, I do not think that hearing after hearing where we are simply addressing sad, and disturbing incidents, but not addressing legislation to combat them, is what our Nation needs at this time.

Once again, I call on the Committee to hold a hearing on the legislation to actually address antisemitism, like the Combating Antisemitism Act, and with that I yield back. Thank you very much, Madam Chair.

Chairwoman Foxx. Thank you, Ms. Leger Fernandez. Mr. Grothman, you are recognized for 5 minutes.

Mr. GROTHMAN. Yes. First of all, just a little bit of a comment on some of these agreements that have been entered into. When we do these hearings, we are given something called a prehearing memorandum. In the prehearing memorandum it mentions in one sentence John Hopkins University, Harvard University, and the University of Wisconsin in Milwaukee.

I think if you told the University of Milwaukee a year ago that they would appear in the same sentence as Harvard and Johns Hopkins, they would have been quite elated. I will point out that it was not such a great honor to be put in with those two institutions. In any event, I will talk to Mr. Holloway.

In your agreement with the Rutgers encampment, you promised to, "Implement support for ten displaced Palestinian students to finish their education at Rutgers." Do you acknowledge, or will you admit that setting aside ten spaces at Rutgers for Palestinians that you have agreed to, apparently in return for them stopping causing trouble, and you know just being awful would be a violation of Federal antidiscrimination law? Did you consider that?

Mr. HOLLOWAY. Supporting refugee students is a violation of antidiscrimination law?

Mr. GROTHMAN. Well, you set aside ten spaces for Palestine—

Mr. HOLLOWAY. Oh. I understand. I understand. We have existing programs to support refugee students and scholars, and we would lean on those programs. We absolutely do not believe in quotas sir.

Mr. GROTHMAN. Do you see a problem here? I mean first of all on this whole Gaza situation, the Palestinians could not have taken

a more outlandish position. Second, it appears in response for the trouble they are causing, and the hate that they are encouraging, their little ethnic group here is rewarded with ten spaces, and I am sure there are all sorts of other foreigners around the world who would be happy to grab those ten spaces.

Do you think that was a wise thing to do, or do you think it is something you ought to maybe revoke or rethink?

Mr. HOLLOWAY. Are you speaking specifically about the No. 10, sir? Is that what you are asking?

Mr. GROTHMAN. Well yes, it could be fifteen, it could be five, whatever, but it appears as though you are giving the Palestinian students support that perhaps you are not giving other students, and it appears like you are doing it as a reward, or whatever for participating in this demonstration in support of Hamas?

Mr. HOLLOWAY. I understand your question. I think it is a mischaracterization, but to your specific point about the ten students. We have, as I said before, existing programs already that allow students, refugee students. Getting to those threshold numbers, in this case ten, is a tremendous amount of work, and may not happen, sir.

Mr. GROTHMAN. Well, you understand there are only so many slots in a university. I mean I do not know what is going on in New Jersey. You could have given the slides to people in New Jersey if you wanted to increase the diversity of your program. I am sure there are many legitimate countries around the world in which students would be happy to come here.

I guess the thing that bothers me is first of all you are violating Federal antidiscrimination law, and second, you feel compelled to reward the Palestinians who were causing a disruption, and not to mention appear to be siding with an ideology that is completely offensive, but they get a reward.

Mr. HOLLOWAY. To the various points you put in there, sir, Rutgers is one of the most diverse campuses, universities in the country, and we reflect—

Mr. GROTHMAN. There is a good question. I hate to cut you off, but I only have 5 minutes. You said it is a diverse campus. I think part of the problem with this whole thing is a lack of diversity on campuses. Right now, this country is about 50/50 republican, democratic, conservative, liberal or whatever. Do you think your campus is about 50/50, or 60/40 if I look at the faculty, republican, democrat, liberal, conservative? Is it diverse like that?

Mr. HOLLOWAY. Sir, I do not know. We do not have a political litmus test when we hire people.

Mr. GROTHMAN. You have no clue. I mean when I talked to my local professors, they can give me scary stories about the infinitesimal number of conservative students. Well, okay, I will go on here to the gentleman from Northwestern. It appears to me as though you have also entered into some sort of agreement in response to the troublemakers, giving them—saying you are going to support visiting Palestinian faculty and students at risk.

In other words, you also have responded to these protests, obviously antisemitic protests, or anti-Israel protests by giving, by rewarding a subgroup here with special treatment. Do you regret that, or do you think that is inappropriate?

Mr. SCHILL. This is an existing program. It is not something new. We have an existing program, and it has served Ukraine, Afghanistan and other countries.

Mr. GROTHMAN. The university will support visiting Palestinian faculty, that is what it says here.

Chairwoman FOXX. The gentleman's time has expired.

Mr. GROTHMAN. Oh, thanks for cutting me off.

Chairwoman FOXX. Mr. Scott. Mr. Burlison, you are recognized for 5 minutes.

Mr. BURLISON. Thank you, Madam Chair. I have a video that I want to start with.

[Video played.]

Mr. BURLISON. After seeing that, and I do not want to say it is comical, but it is really not comical, the outcome of that. That ignorance is not comical. I am concerned for young people, and it concerns me what they are not learning, and their willingness to participate in hate. There is an article that came out from Fortune. Madam Chair, I would like to submit that for the record.

Chairwoman FOXX. Without objection.

[The Information of Mr. Burlison follows:]

# FORTUNE

[NEWSLETTERS](#) [CHRO DAILY](#)

## Will campus protests hurt students' employment prospects? HR experts weigh in

BY [EMMA BURLEIGH](#)

May 8, 2024 at 7:44 AM EDT



Many college students are on the precipice of graduation—but will campus protests affect their ability to get hired?

GETTY IMAGES

Good morning!

## FORTUNE

[Protests over the war in Gaza have swept](#) U.S. college campuses in recent weeks, with demonstrators building encampments on university lawns and barricading themselves in [academic buildings](#) in an effort to spread their message and [demand changes from their universities](#).

But with the school year quickly drawing to a close and many of these students [set to graduate](#), could their [civil disobedience](#) make it difficult to land a job?

Some employers, especially smaller businesses, have [already proclaimed](#) that they [won't hire students](#) who participated in the protests or even from schools that have been rocked by activism, regardless of the person's involvement. While some business leaders have [voiced their support](#) for protesters, there is [anxiety](#) among current and former students that recruiters may rethink the Ivy League altogether and look more toward other collegiate options.

Recruiting experts who spoke to *Fortune* are split on what effect the protests will have on students' hireability, if any. Emily Levine, executive vice president at Career Group Companies, a recruitment and advisory firm, believes there won't be much impact on students as a whole. "I don't think that simply being a student of one of those schools will necessarily negatively impact their chances of getting a job," she says. "I also haven't seen companies revoking offers or terminating employees for simply attending a protest. Students have every right to attend a peaceful protest."

Still, she cautions that there could be consequences for formal police charges. "When it comes to job hunting, prospective employers are going to be looking into your criminal history," she says. "It's when a protest and students are involved in hate speech, violence, vandalism, and illegal activities that they can be arrested and suspended for [that it could] hurt people's chances of getting positions." Around [2,200 protesters have reportedly been arrested](#) across the U.S. for illegally occupying college spaces since the protests began in late April.

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But other HR experts say that employers have already started to distance themselves from [Ivy League schools](#) most closely associated with the protests, adding that it's part of a larger trend.

"Over the last couple of years, there has been a tendency to move away from the dependency on the Ivy Leagues. Corporate recruiters are looking more to liberal arts colleges or state schools," Gary Goldenstein, CEO of Whitney Group, a financial executive search firm, tells *Fortune*. He says some employers are likely to treat all students from these universities the same way, regardless of their protest participation. "I think everyone's going to be painted with that broad brush."

Tom Gimbel, CEO of the LaSalle Network, a staffing and recruiting firm, agrees that some CEOs may shy away from recruiting students from top colleges with high-profile protests. He mentioned that some business executives, including billionaire hedge fund manager [Bill Ackman](#) and sports executive [Robert Kraft](#), have pulled support for universities over the past few months in part for failing to denounce or shut down various forms of student protests.

Gimbel says that CEOs "don't want to get into issues of having to figure out who was part of what or where at Columbia, Harvard, or MIT." He adds that "You're gonna see a lot of financial services and consulting firms hire kids from non-coastal schools, non-Northeast, and more state colleges."

Admittedly, protesting students may not want to work in traditionally conservative industries like consulting or finance, or for businesses whose leaders disagree with their beliefs. Around 46% of 18 to 34-year-olds say [they would leave](#) their company if their boss's political views didn't align with their own. Gen Z staffers [expect](#) to bring their [whole selves](#), thoughts, and opinions to work, and care deeply about [finding meaning](#) in their workplaces.

## FORTUNE

It's also important to note that [Ivy League schools](#), which have some of the brightest minds, have long been a source of entry-level talent for top companies. Despite the [protests and impact](#) on schools' branding, it's doubtful that recruiters or the companies they represent can bar such a large wellspring of talent as graduation nears.

"If there's one thing we've learned, this country has a very short memory," Gimbel says. Hiring might shift for a little while, he explains, but the campus conflict situation feels too premature for many HR experts to predict long-lasting implications.

Levine agrees. "I don't know if recruiting is going to change. I think it's too soon to tell," she says. "And I don't know how long [the protest movement] is going to last."

Mr. BURLISON. That talks about a survey of H.R. experts, and there is definitely a culture within the hiring within small businesses who are choosing not to hire from universities that have protests on them, which is unfortunate for students who do not participate in the protests. Are you—you each can answer this. Are you concerned about the business communities, the private sector's community, the employers that are hiring your students?

Are you concerned? Do you have any communications with those businesses?

Mr. SCHILL. I have not had any communications from businesses that have said they are not going to hire Northwestern students, but I will say, and it is not directly on point. You are absolutely right. We need to educate students. The ignorance that you saw in that video, and that you displayed is part of the problem, and it is something that we, and I am sure all of us agree we need to be better at.

Mr. BURLISON. Thank you.

Mr. Holloway.

Mr. HOLLOWAY. The video is shocking and depressing. I absolutely believe that we all need to do a better job in pre-K through 12 education and higher education to make sure we have more better informed students, and frankly better informed citizens. The—I am sorry, oh, as far as—

Mr. BURLISON. You can see why employers would—everyone has seen these videos.

Mr. HOLLOWAY. Yes.

Mr. BURLISON. You can see why, and the protests, you can see why employers would say I am not hiring from that school, right?

Mr. HOLLOWAY. I do understand that. You asked a question specifically on that issue. We have a very large career services program, and I know they worked diligently to prepare our students to be ready to be hired, and not look like the students on the video, sir.

Mr. BURLISON. Thank you.

Mr. Block, or Chancellor Block.

Mr. BLOCK. Thank you. More education. I mean I am surprised. We need to better educate our students in some of these areas, and we do have a task force actually that is looking directly at this issue.

Mr. BURLISON. It was asked earlier, and I want to give a second chance to answer this. The question was do you believe that Israel is a genocidal State, because that is the propaganda, and so I will ask you, begin with you Mr. Schill, do you believe that Israel is a geocidal state?

Mr. SCHILL. No, I do not.

Mr. BURLISON. Okay.

Mr. Holloway

Mr. HOLLOWAY. I do not.

Mr. BURLISON. Okay.

Mr. Block, Chancellor Block.

Mr. BLOCK. I do not.

Mr. BURLISON. It is not. Okay. Thank you. Would you acknowledge that, "From the river to the sea, and intifada Revolution,"

that these phrases are antisemitic calls for the destruction of Israel and the slaughter of Jews, Mr. Schill?

Mr. SCHILL. I believe that over time those statements have become dog whistles for antisemitism.

Mr. BURLISON. Mr. Holloway.

Mr. HOLLOWAY. I think any time those phrases such like that is used to incite violence and threaten harass, is a violation of conduct, and is antisemitic.

Mr. BURLISON. Chancellor Block.

Mr. BLOCK. I also think they are antisemitic, although surveys show interesting, many people do not.

Mr. BURLISON. Real quick, yes or no? It is not just antisemitic, it is dangerous. Yes? No?

Mr. SCHILL. Potentially, yes.

Mr. HOLLOWAY. I agree.

Mr. BLOCK. I would say the same, potentially.

Mr. BURLISON. Thank you.

Chairwoman FOXX. Thank you, Mr. Burlison. Ms. Chavez-DeRemer, you are recognized for 5 minutes.

Ms. CHAVEZ-DEREMER. Thank you, Madam Chair. This has to be a record for racist protests thriving at universities in the post Jim Crow America. I mean seriously, a lot of these schools now feel like they are being riled up by George Wallace. The target this time not being black Americans, but Jewish Americans.

Before us today, yet again, are leaders of universities with rampant antisemitism. Madam Chair, these witnesses have countless academic accolades, and yet I am sorry, pure ignorance of their actions is on the same level as other schools. Do you three think you operate in a vacuum?

Every Jew, at home and abroad is raised with stories of the Holocaust, and how it could happen again. Now we find ourselves drowning in the same cultural rot, which led up to the most horrific genocide in human history. The world knew what was happening to Jews in Nazi occupied Europe, but why did they not care?

Because there was a culture of indifference and hatred toward Jews. Culture drives everything, and the world is now being directly influenced by the culture of hatred on American campuses, your campuses. Mr. Schill, Dr. Holloway, Dr. Block, evil does not rear its cowardly head unless given permission.

Through an unwillingness to successfully end these protests, you have given permission to the evil we are witnessing. According to the Anti-Defamation League, this past year was the worst year for antisemitic incidences since ADL began recording more than four decades ago.

There was a total of 8,873 incidents reported across the United States in 2023, an increase of 140 percent compared to 2022, which was also a record setting year. This is an average of 24 incidents per day, one per hour. 922 of these incidents took place on college and university campuses, a 321 percent increase. Through your incompetence, this evil is growing stronger throughout the world.

As university students around the world are copying what they see so easily thrives on American campuses. In no uncertain terms,

you and your counterparts across the Nation are directly responsible for the dangers Jews across the world now face.

Chancellor Block, the encampment at UCLA, including messaging and Arabic reading, “Oh Kusham, burn Tel Aviv.” These protests are protected by the First Amendment, and our vital expressions in democracy.

However, this is an explicit glorification and endorsement of a U.S. designated terrorist group, which massacred 1,200 innocent Israel civilians on October 7th. Is this language acceptable at UCLA?

Mr. BLOCK. Language was unacceptable. I am unaware of that, and the encampment of course has been removed.

Ms. CHAVEZ-DEREMER. What will be the consequences for racists calling for genocide?

Mr. BLOCK. Student disciplinary processes if there is complaints, and they can identify they go through a disciplinary process.

Ms. CHAVEZ-DEREMER. Anything less than a suspension in my opinion is insufficient. Madam Chair, I would like to submit ADL’s report card of UCLA into the record?

Chairwoman FOXX. Without objection.

[The Information of Ms. Chavez-DeRemer follows:]

CAMPUS ANTISEMITISM REPORT CARD (BETA) > UNIVERSITY OF CALIFORNIA, LOS ANGELES

## University of California, Los Angeles

Grade

**F** Failing

[JUMP TO](#) Overview Criteria Statistics

**Active  
Litigation/Investigation**

**Recent Anti-Zionist  
Student  
Government  
Activity**

**Participant in CCI**

### Active Jewish Life

11/5/24, 2:56 PM

University of California, Los Angeles | ADL

There are 2,500 Jewish Students at UCLA, representing 8% of the student body, and 500 Jewish graduate students, comprising 3% of the graduate student population. There is a Hillel, Chabad, Jewish Greek life organizations, the Nazarian Center for Israel Studies and the Leve Center for Jewish Studies.

#### **What's Happening on Campus?**

In December 2023, the U.S. Department of Education's Office for Civil Rights announced it was opening a Title VI investigation into antisemitic and Islamophobic activities on campus. Jewish and pro-Israel professors, especially in the medical school, have reported experiencing harassment, both by students and faculty members, on and off campus.

In February 2024, the UCLA Undergraduate Students Association Council and the UCLA Graduate Student Association passed resolutions endorsing BDS.

Following the October 7 terrorist attack, the Undergraduate Students Association Council's Cultural Affairs Commission posted a statement on Instagram that stated: "We also stand on the grounds that decolonization is not a metaphor. Thus, we honor the Palestinians on the frontlines taking their land and sovereignty back! From the River to the Sea, Palestine Will be Free."

In November 2023, the UCLA chapter of the UC Divest Coalition and SJP UCLA reportedly organized a "UC Divest" rally on Bruin Plaza which included marching through Bunche Hall, disrupting classes, striking a piñata with a picture of Israeli Prime Minister Benjamin Netanyahu and students chanting "Israel, Israel you can't hide, we charge you with genocide" and "From the river to the sea, Palestine will be free." That same month, a swastika was found carved into a tree and a sign was displayed on campus that read: "Israel has managed to turn Jews into Nazis!"

Prior to October 7, SJP at UCLA signed a "Letter of Solidarity with SJP at UIC [the University of Illinois at Chicago]" alongside other anti-Zionist groups to demand their universities suspend Israel study abroad programs. Incidents targeting the Jewish campus community, reflecting both antisemitism and extreme anti-Israel bias, have also impacted the campus for years prior to October 7.

11/5/24, 2:56 PM

University of California, Los Angeles | ADL

In April 2024, pro-Palestinian protestors set up an encampment at the University. During the course of the encampment, several troubling incidents occurred, including UCLA Divest using paraglider imagery on social media and a Jewish student reporting being physically assaulted. In May 2024, UCLA academic workers joined other UC campuses in striking following the dismantling of the Gaza Solidarity Encampment on campus.

#### **University Policies and Responsive Action**

UCLA is in the process of launching a Task Force on Antisemitism and Anti-Israeli Hostility, which will bring together campus experts and leaders to address campus antisemitism. Additionally, UCLA's Initiative to Study Hate and the UCLA Research Hub on Antisemitism will address antisemitism.

Following the Student Government BDS resolutions, UCLA issued a statement affirming that the "resolutions run counter to the position of the University of California and UCLA."

In 2018, UCLA sent a cease-and-desist letter to National Students for Justice in Palestine for using a logo that featured the UCLA Bruin Bear in promotional materials for their national conference hosted on campus.

After October 7, the University also implemented additional security resources to support the Jewish campus community and helped establish reflection spaces for Jewish groups and students.

Initially, the UCLA administration adopted a passive approach to the situation on campus in April 2024, even with high tensions between pro-Palestinian and pro-Israel protestors. The encampment was only disbanded after a series of violent clashes took place.

\*On April 11, 2024, UCLA was graded a "D"; in light of new information or events, the grade was changed to an "F" on June 18, 2024.

## Criteria

### Publicly Disclosed Administrative Actions and Policies

- Antisemitism included in Code of Conduct and Policies
- Clear process for reporting antisemitic incidents
- Advisory council to address antisemitism
- Clear religious accommodations policy
- Mandatory antisemitism education for students and staff
- Has an official position against **BDS**
- Publicly condemns antisemitic incidents

### Jewish Student Life on Campus

- Active Hillel, Chabad, or other Jewish student organization
- Jewish Greek life
- Jewish studies program or class
- Kosher dining
- Interfaith initiatives on campus
- School promotes awareness of Jewish holidays
- Pro-Israel-related programming and activities
- Rabbi/Jewish educator
- Jewish Religious Services

### Incidents

Medium	Severe antisemitic and anti-Zionist incidents *
High	Other antisemitic and anti-Zionist incidents *
Many	Hostile anti-Zionist student government activity
Yes	Hostile anti-Zionist student groups

Many      Antisemitic speakers or programs on campus

2500	7.70%
Jewish Undergraduate Population	Jewish Undergraduate Percentage of Total Student Population

500	3.20%
Jewish Graduate Population	Jewish Graduate Percentage of Total Student Population

University of California, Los Angeles contributed information to our assessment.

This page was last updated on

Fri, 09/06/2024 - 13:42

Ms. CHAVEZ-DEREMER. UCLA received a D. I hope you will review their metrics carefully and do a better job moving forward. President Schill, you updated Northwestern's codes of conducts in anticipation of the encampments that were being erected on various other college and university campuses across the country.

When the encampment went up on April 25th, and throughout its lifetime, you failed to enforce those codes of conduct, providing a false legitimacy to the encampment and its actions. It is also true that you said explicitly on the day the encampment started that any violation of the code of conduct, or university policies could lead to disciplinary actions, such as suspension or expulsion, and possibly criminal sanctions.

The encampment has clearly violated both your code of conduct and your policies. What is the point of having rules if they do not matter? Let me ask, and I know you have given Dr. Foxx an answer but let us run it back. Exactly how many citations have Northwestern University issued to both student and non-student participants?

Mr. SCHILL. I do not have the exact figure.

Ms. CHAVEZ-DEREMER. Got it. These encampments may fizzle out over the summer, but they will like return, and the lessons your students are taking away is that this is an acceptable form of protest, even if they are in violation of university policies. That may even lead to concessions by their universities. This is a failure, and yours alone.

To everyone who will see this, I ask that you visit the Holocaust Museum here in D.C. I want you to kneel down and touch the stone which paved the grounds of Auschwitz. I want you to peer over the countless shoes of murdered Jews. Allow the silence of that room to remind you that this is the silence of death.

Death enabled by global culture indifference and hatred, a culture which each of us has a role in either enabling or ending. I would remind you, Mr. Schill, Dr. Block, and Dr. Holloway, of who you are. You are leaders of culture. At this present moment you have abandoned that role. I hope you reclaim it because we will certainly be watching, and with that, Madam Chair, I yield back.

Chairwoman FOXX. The gentlewoman's time has expired. Mr. Scott, you are recognized for 5 minutes.

Mr. SCOTT. Thank you, Madam Chair. I would like to ask the university Presidents the first question that you were asked had the premise that something along the lines of in so far as your campuses are hot beds of antisemitism, how many people have you disciplined? You went on to just answer how many people you disciplined, without questioning whether or not your campuses whether or not your campuses were in fact hot beds of antisemitism?

Are your campuses also hot beds of racism, homophobia and Islamophobia, Dr. Schill?

Mr. SCHILL. I would not say that we are hot beds of any of those things. I do believe that we have a problem, like all universities, and it is becoming more and more apparent that antisemitism is a problem on campus, and it is one that we need to deal with. The vast majority—

Mr. SCOTT. I do not have—I have a lot of different questions, so let me just get an answer from President Holloway.

Mr. HOLLOWAY. I certainly disagree with the characterization of Rutgers being a hot bed of antisemitism. We do everything we can to promote the security and safety of all of our students, and to have a community of character.

Mr. SCOTT. Okay.  
Chancellor Block.

Mr. BLOCK. I believe the same. I do not believe we are a hot bed of antisemitism. I think we have had incidents of it that are disturbing, that we are trying to address, but I think overall—

Mr. SCOTT. Okay. Well, I mean you let the premise go by, and did not address it, so I did not want that to be the record of the hearing. Does your code of conduct—is your code of student conduct based on whether or not the conduct involves antisemitism, or Islamophobia, racism, homophobia, or other gender-based hatred?

Mr. SCHILL. We treat each of those equally.  
Mr. SCOTT. President Holloway.

Mr. HOLLOWAY. We are in the same space, sir.

Mr. BLOCK. Same here.

Mr. SCOTT. Okay. Can you develop a campus free of antisemitism that does not address other forms of hate?

Mr. SCHILL. Hate is hate, and we need to address all of it.  
Mr. SCOTT. President Holloway.

Mr. HOLLOWAY. The kind of work you are talking about is the ongoing work of the university. We must address hate in all of its forms.

Mr. SCOTT. Okay, Chancellor Block.

Mr. BLOCK. The same here, and we have an initiative specifically to look at group hate, looking at different types of group hate.

Mr. SCOTT. Okay. I say that because this, as I indicated in my opening remarks, this is multiple hearings just on antisemitism, but under Title 6, there are other forms of hatred. If you are going to have a campus free of hate, it seems to me difficult to do that just looking at one form.

President Schill, a question was raised about Qatar. I am aware of another university that I used to represent before redistricting, that has a campus in Qatar. What is the value of having a university located in Qatar?

Mr. SCHILL. It provides benefits to faculty and students who want to go back and forth. It also—I believe this was decided 17 years ago, and I am only there for 2 years. I believe part of the point was to introduce American concepts of journalism, free speech, and to provide in journalism, and to provide avenues for women to be more successful in those societies. I think those were the reasons.

Mr. SCOTT. Thank you. Mr. Lawrence, can you remind us how you can balance free speech and protests?

Mr. LAWRENCE. Mr. Ranking Member, you begin with a presumption that speech, including protests, is protected because that is the core of the First Amendment with respect to public universities, but the principles of academic freedom and free expression, free inquiry on our private university campuses as well.

Where that runs out is where that activity turns into threats of violence, harassment, or in undue disruptions of the operations of the university. Those are the kinds of decisions that university

Presidents around the country are making on a daily basis, taking all of the factors into account that they have to deal with.

Mr. SCOTT. Thank you. I just have a few seconds left. Are there any additional steps that this Committee can actually do to help promote enforcement of Title 6?

Mr. Lawrence.

Mr. LAWRENCE. I think the Committee could play a major role in working with and funding the efforts of the Department of Education in that regard, and in all the ways in which the Department of Education facilitates the work of universities around the country on all of the issues we've been talking about, and a range of other issues, including mental health issues that are major challenges for our colleges and universities today.

Mr. SCOTT. Thank you. Thank you, my time is gone.

Chairwoman FOXX. Thank you, Mr. Scott, for being right on time.

Mr. SCOTT. I try.

Chairwoman FOXX. You and I were trying to be good role models. Mr. Scott, I recognize you now for a closing statement.

Mr. SCOTT. First, Madam Chair, I would ask unanimous consent to enter the following items into the record. A letter from Professor John Farmer, former Attorney General of New Jersey, who states that he finds accusations of pervasive climate of antisemitism at Rutgers to be both inaccurate and offensive.

A letter from over 500 law school professors condemning the Committee's accusations against the Rutgers Law Center for security, race and rights; a letter published in the Daily Northwestern on May 2d of 186 faculty members from Northwestern commanding the President and students from Northwestern for coming to a peaceful resolution involving the encampment.

An article from May 15th, the Chicago Times entitled "Northwestern Ended its Encampment Without Cops or Violence. Why is Congress Upset; a letter from Northwestern American Association of University Professors, Executive Committee, letter to Representative Foxx and members of the Committee in support of President Schill.

An article from LA Times written entitled, "After Violent Night at UCLA, Class is Cancelled. UC President Launches Investigation and a Response, documenting the organized attack on the UCLA encampment the night of April 30th; a joint statement from unions representing educators at Rutgers, Northwestern and UCLA.

A letter from the National Coalition against censorship decrying the May 14th letter from the Chair and Chair Comer of the Oversight Committee to Treasury Secretary Yellen, and an article from Boise State University's Office of Student Life, 5 and a half Things you Might Not Know About Martin Luther King, which includes the fact that the King Center that Dr. King went to jail 29 times.

It was pointed out that his protests were non-violent, but they were usually against the law, and part of the non-violent strategy is that you not only break the law, but you accept the consequences. Unanimous consent for those?

Chairwoman FOXX. That is the end of it. Without objection.

[The Information of Mr. Scott follows:]



John J. Farmer, Jr.  
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May 22, 2024

Committee on Education & the Workforce  
U.S. House of Representatives  
2176 Rayburn House Office Building  
Washington, DC 20515  
Attn: Chairwoman Foxx

Dear Chairwoman Foxx and Committee members:

My name is John Farmer. I am a University Professor at Rutgers University and serve as Director of the Miller Center on Policing and Community Resilience at Rutgers ("Miller Center") (<https://millercenter.rutgers.edu/>). Earlier in my career I served as an Assistant U.S. Attorney, Chief Counsel to Governor Christine Todd Whitman, Attorney General of New Jersey, and Senior Counsel of the 9/11 Commission, among other roles. In 2008, I served as Senior Legal Advisor to General Jim Jones in his capacity in the Bush administration as Special Envoy for Middle East Regional Security, working in Tel Aviv, Jerusalem, Ramallah, Hebron, and border towns like Sderot. We did not visit Gaza because it was run by Hamas and deemed unsafe.

I am writing to provide perspective for the Committee on the work the Miller Center has done under the Rutgers banner to combat antisemitism and other forms of hate in the United States and other nations. The struggle against antisemitism is at the core of the Miller Center's overarching mission: the protection of vulnerable populations. The reason is simple: the historic persecution of Jewish populations – and their resilient response to that persecution – offers lessons for other diaspora populations around the world.

Our work began when, on sabbatical ten years ago, I undertook to study how the Jewish populations in Europe – which had been subject to discrimination, persecution, pogroms, and near-annihilation over centuries – had developed mechanisms of resilience that have enabled them to persevere. As fate would have it, I and Paul Goldenberg, at the time the head of the Secure Communities Network and now a senior adviser to the Miller Center, had visited Brussels and met with the Jewish community security officials after the Jewish Museum shootings, and were in Paris meeting with the Jewish community security experts when the kosher Deli and Charlie Hebdo offices were attacked.

The bloodshed continued. We arrived in Copenhagen a day after two police officers were shot and a synagogue security official was murdered. Later that year, at the invitation of Belgian authorities, we were invited to Brussels in the immediate aftermath of the subway and airport bombings to attempt to improve the relationship among the police, the Jewish community, and the largely Muslim district of Molenbeek, from which the terrorists had launched their attacks in Paris and Brussels (<https://www.inquirer.com/columnists/worldview-rutgers-teams-antiterror-ideas-travel-far-20160717.html?query=Rutgers%20team%20%99s%20antiterror%20ideas%20travel%20far>).

We provided training to police and communities facing threats, as well as material assistance where necessary (bullet-proof vests for a Jewish community under threat in Malmo, Sweden, for instance). We took inventory of the security practices of Jewish communities in the UK, France, Belgium, Sweden, the

Czech Republic, and Hungary, and published a security guide for faith-based communities drawing from these experiences (<https://millercenter.rutgers.edu/wp-content/uploads/2020/12/Resilience-Report-Vulnerable-Communities-and-Houses-of-Worship-compressed.pdf>).

When the Jewish community in Whitefish, Montana was faced with the threat of a neo-Nazi march, our team worked on site, conducting emergency response training for the community, the town's government and police, and neighboring communities and government agencies (<https://nbcmtana.com/news/local/whitefish-officials-train-for-emergency-situations>).

We have worked with vulnerable populations of varying faiths in various locations: the Sikh community in Milwaukee; the Muslim community in Dearborn, Michigan; the African American community in Mississippi. Our work has been hands-on, pragmatic, solution-based, free of ideological constraints; we have found that solutions become possible when slogans are muted and pandering subsides.

News of our work led to an invitation to participate in the International March of the Living, an annual event commemorating the march from Auschwitz to Birkenau that attracts thousands of students and dignitaries from across the world. That relationship has developed into a partnership, in which we have brought delegations of lawyers, educators, and most recently police executives from the US, Canada, and Europe to participate in the March (<https://millercenter.rutgers.edu/international-law-enforcement-delegation-participates-in-march-of-the-living-in-solidarity-against-hatred-in-all-its-forms/>). Participants hear perspectives on the Holocaust and Genocide Prevention and the essential roles that lawyers, educators, and police played in making the Holocaust possible, but also the roles they have played and can play in preventing genocide (<https://www.police1.com/chiefs-sheriffs/how-the-lessons-from-atrocities-can-improve-our-policing>). To a person, participants have described the experience as life-altering. We have also collaborated with the March on several Kristallnacht programs (<https://www.rutgers.edu/news/rutgers-miller-center-joined-international-march-living-kristallnacht-commemoration-dubai>).

The Miller Center at Rutgers has also been at the forefront of confronting antisemitism and other forms of hatred and extremism online. Beginning in 2020, we partnered with Dr. Joel Finkelstein of the Network Contagion Research Institute and issued reports highlighting the danger to democracy of groups like the Boogaloo militia, QAnon, radical leftists, and others. We have briefed members of the NSC staff, the Joint Terrorism Task Forces, and congressional committee staffs on our findings. In the aftermath of January 6, at the request of a House Republican member, we did an early assessment debunking the idea that January 6 was driven by leftist sympathizers (<https://millercenter.rutgers.edu/library/?topic=ncri>).

We also published the first comprehensive assessment of online antisemitism (<https://millercenter.rutgers.edu/wp-content/uploads/2020/12/NCRI%20%93AntisemiticDisinformation-FINAL.pdf>). In addition, we have published papers on the rise of anti-Asian sentiment, Hindu hate, and anti-Muslim extremism on social media. We have formed the Network Contagion Lab at Rutgers, in which Rutgers students are trained to conduct social media research and, in the course of that training, to be aware of the power of hate speech and misinformation and to be able to recognize and call it out (<https://www.rutgers.edu/news/rutgers-students-sift-through-social-media-search-emerging-threats-extremist-behavior-and>).

This year, the issues on which we have focused have hit much closer to home. Universities throughout the United States and Europe have been the subject of massive protests of the war between Israel and Hamas. While some degree of hyperbole is inevitable in a wartime climate, there is no question that some of the

speech has been overtly antisemitic and other speech, while debatable, could cause any reasonable Jewish person to feel unsafe. There has also been speech labeling all Palestinians as terrorists, and there has been violence directed at protesters at UCLA and vandalism at the Center for Islamic Life at Rutgers. Fortunately, given the intensity of the rhetoric, to my knowledge no one has been killed.

I reached out on October 7 to the head of Hillel at Rutgers, and Miller Center personnel have been actively consulting with Hillel, Chabad, and other Jewish organizations during this fraught period. We have developed training we will be delivering to interested students on how to remain safe on campus, and we have secured funding to develop a national training platform for university police across the country to assist them in knowing when and how to intervene to assure student safety. That training will be delivered in partnership with the International Association of Campus Law Enforcement Administrators (IACLEA).

The Miller Center has not been involved in individual student situations on campus, or in the discussions that took place to end the encampment. That is not our role.

My concern in writing to you, however, is that to the extent your members have felt inclined to comment generally on Rutgers' institutional stance on antisemitism, you need to know that all the work I have described above has had the full support of presidents Barchi and Holloway and the Rutgers administration. I also want you to know that although the administration is aware of this letter, no one asked me to write it.

I have written this of my own accord, because I have found statements like yours – that “Rutgers senior administrators, faculty, staff, academic departments and centers, and student organizations have contributed to the development of a pervasive climate of antisemitism” -- to be both inaccurate and offensive. Such a statement is either profoundly uninformed of our efforts or motivated cynically to mislead the public.

I don't doubt that antisemitism exists at Rutgers, because it exists everywhere. That's the sobering lesson of the Miller Center's work combating it. So do other forms of hatred of populations deemed “the other.” But to conclude that Rutgers as an institution has countenanced its rise is quite simply not true; in fact, we have done as much as any institution of higher education to call attention to its rise and to work in the most directly affected areas to combat it.

I hope this letter will enable your committee to reach an informed and accurate conclusion.

Sincerely,



John J. Farmer, Jr.  
University Professor  
Rutgers, The State University of New Jersey

Cc: New Jersey Congressional Delegation

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**Letter from Concerned U.S. Law Professors Re: House Committee Investigation**

[NOTE: A version of this letter was delivered to the Committee on April 17, 2024. We continue to [invite signatures](#) from all U.S. law professors.]

Congresswoman Virginia Foxx  
Chairwoman, Committee on Education & the Workforce  
United States House of Representatives

Committee on Education & the Workforce  
U.S. House of Representatives  
2176 Rayburn House Office Building  
Washington, DC 20515

**Re: House Committee  
"Investigation" Against  
Rutgers-Newark's  
Center for Security,  
Race and Rights &  
Professor Sahar Aziz**

Dear Chairwoman Virginia Foxx and Members of the U.S. House of Representatives Committee on Education and the Workforce:

We, the undersigned, comprise a group of racially, religiously, and ideologically diverse law professors from across the United States. Notwithstanding our differences, we are unified in condemning the House Committee on Education and the Workforce (the "Committee") March 27, 2024 letter announcing a congressional investigation targeting the Rutgers University Newark [Center for Security, Race, and Rights](#) (the "Center") and Professor Sahar Aziz, the Center's founder and executive director. [¶](#) The Committee's actions, which follow a similar February 6, 2024 letter from Senate Judiciary Committee Republicans,

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pledge fealty, obligates members of Congress and academic leaders at Rutgers University to safeguard the speech rights of all Rutgers' faculty and academic centers.<sup>[4]</sup> The Supreme Court has affirmed this foundational constitutional principle: "The vigilant protection of constitutional freedoms is nowhere more vital than in the community of American schools."<sup>[5]</sup>

Elected officials are free to denounce ideas with which they disagree. But they may not abuse their constitutional office to intimidate, harass, and silence legitimate discourse by academics or others they happen to dislike. In our view, the Committee's March 27, 2024 letter does just that: it is a politically motivated and viewpoint-based attack on the Center and a tenured university professor. Beyond threatening a bedrock constitutional value of American liberty, the Committee's conduct compromises a separate pillar of our democratic republic: academic freedom.

The Foundation for Individual Rights and Expression (FIRE)<sup>[6]</sup> explains that "[e]ducators on college and university campuses must be free to speak their minds, ask tough questions, and facilitate learning without the threat of institutional censorship, coercion, or intimidation."<sup>[7]</sup> This sentiment echoes foundational Supreme Court jurisprudence:

[O]ur nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. Academic freedom is therefore a special concern of the First Amendment. It does not tolerate laws that cast a

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our Jewish students, colleagues, friends, and families. We are committed, unequivocally, to combating antisemitism and all other forms of structural and ideological bigotry and subordination. But the Committee's attacks against the Center and Professor Aziz do not represent an earnest effort to reckon with antisemitism at Rutgers, or elsewhere: they are part of a cynical campaign to censor dissenting speech and delegitimize open and inclusive academic inquiry and engagement.

Founded in 2018, the Center remains the only academic center at a U.S. law school with the specific mission to research, educate, and advocate for the civil and human rights of South Asians, Muslims, and Arabs. As noted on its website and reflected in its programming, the Center "supports pluralism, religious freedom, and racial equality."<sup>[10]</sup> Like the other thirteen academic centers at Rutgers Law School, the Center is a site of robust intellectual life that regularly invites a diverse range of scholars to address matters of public concern in the United States and abroad.<sup>[11]</sup> The Rutgers' AAUP-AFT faculty union recently lauded the Center for furthering the university's mission to be "a national leader in 21<sup>st</sup>-century higher education through a commitment to the values of educating a diverse citizenry, producing high impact scholarship, engaging in our community as an anchor institution, and drawing the connection between local and global, for the improvement of the economic and social well-being of society as a whole."<sup>[12]</sup>

The Center's first lecture this academic year "addressed how international law developed to prosecute Nazis after the Holocaust set the foundation for subsequent prosecutions of state officials for war crimes and violations of human rights."<sup>[13]</sup> We find it notable—and telling—that of the nearly 90 lectures the Center has hosted since its founding, the Committee identifies as "antisemitic" only

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victims of antisemitism.”<sup>[12]</sup> That report, co-authored with a Jewish American expert on Israel-Palestine, documents the precise conduct in which the Committee is now engaging: mobilization of Islamophobic tropes to “fuel and sustain spurious allegations of antisemitism” to discredit and delegitimize critics of Israeli policy and military action.<sup>[16]</sup>

The fact that the Committee is targeting the only Muslim Arab woman on the Rutgers Law Faculty (comprised of 130 professors) further evidences the improper motivations underlying the Committee’s actions. A “Distinguished Professor of Law and Chancellor’s Social Justice Scholar,” Professor Aziz is a renowned expert on the “intersection of national security, race, religion and civil rights with a focus on the adverse impact of national security laws and policies on racial, religious, and ethnic minorities.”<sup>[17]</sup> Professor Aziz has won multiple prestigious awards, authored the groundbreaking book *The Racial Muslim: When Racism Quashes Religious Freedom*, and recently served as the William & Patricia Kleh Visiting Professor in International Law at Boston University School of Law.<sup>[18]</sup>

We may disagree with certain of the views which have been expressed at Center-sponsored events or publications. However, we recognize that disagreement is an inevitable—and, yes, *critically important*—component of robust academic discourse. It is deeply disturbing to witness a Congressional committee attempt to “cancel” a tenured professor because they dislike the views expressed in her scholarship and academic programming on controversial matters of pressing public concern.<sup>[19]</sup>

We close with the words of the distinguished Johns Hopkins University President Ronald J. Daniels, who wrote an insightful 2021 *Washington Post* op-ed titled “Why authoritarian regimes attack universities.”<sup>[19]</sup> Citing global examples

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accumulation—and arbitrary—exercise of coercive public power.”<sup>[20]</sup> President Daniels presciently cautioned that “no democracy can prosper without independent universities to forge a bedrock of objective fact, to preserve and interrogate the nation’s collective past, to cultivate diverse and pluralistic communities, and to educate students in the skills necessary for active and engaged citizenship.”<sup>[21]</sup>

In wielding federal power and authority to silence the Center and Professor Aziz, the Committee’s efforts share alarming parallels with tactics employed by the foreign authoritarians Daniels identifies. The Committee’s conduct constitutes a naked assault on the academic right of every college and university professor to engage in teaching, research and scholarship free from political interference and intimidation. Our present concern, accordingly, extends beyond Professor Aziz and the Center for Security, Race and Rights. The Committee’s attack on education and the freedom to learn threatens American freedom and our constitutional democracy itself.

To this end, we call on Chairwoman Foxx to practice what she preaches. We agree with her statement that “[w]ielding government power as a cudgel against political or cultural adversaries is one of the most ancient forms of bullying.”<sup>[22]</sup> We also share Chairwoman Foxx’s concern that, in situations like this, “[t]he simple truth is that when the federal government controls education, it controls society itself.”<sup>[23]</sup>

Thus, we respectfully petition the Committee to cease its unfounded and unconstitutional investigation against Rutgers University, the Center, and Professor Sahar Aziz.

Further, we urge all members of Congress—particularly New Jersey’s delegation—to denounce the Committee’s abuse of power.

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the leaders of Rutgers University of their obligation to defend all of their academic centers and faculty members from political interference and threats.

Very truly yours,

To sign this statement, complete [this Google Form](#). Signatures will be added regularly. Thank you for adding your voice to this pressing matter.

Signatories:<sup>\*</sup>

1. Richard L. Abel, Connell Distinguished Professor of Law Emeritus, UCLA
2. David Abraham, Emeritus Professor of Law, University of Miami School of Law
3. Kathryn Abrams, Herma Hill Kay Distinguished Professor of Law, UC-Berkeley Law School
4. Tendayi Achiume, Professor of Law, UCLA Law School
5. Jabeen Adawi, Assistant Clinical Professor, University of Pittsburgh, School of Law
6. Beena Ahmad, Assistant Professor, City University School of Law

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8. Susan Akram, Clinical Professor and Director, International Human Rights Law Clinic, Boston University School of Law

9. Raquel Aldana, Professor of Law, UC Davis

10. Taifha Alexander, CRT Forward Project Director, UCLA School of Law

11. Michael P. Ambrosio, Professor of Law, Seton Hall University Law School

12. Penelope Andrews, John Marshall Harlan II Professor of Law, New York Law School

13. Sameer M. Ashar, Clinical Professor of Law, University of California, Irvine School of Law

14. LaToya Baldwin Clark, Professor, UCLA School of Law

15. Asli Bali, Professor of Law, Yale University

16. Swethaa S. Ballakrishnen, Professor of Law and Associate Dean for Faculty Research and

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Law

18. Khaled Beydoun, Professor of Law, ASU Law School

19. Nikolas Bowie, Louis D. Brandeis Professor of Law, Harvard Law School

20. Carolyn J Brown, Assistant Professor and Deputy Director of the Law Library, Seton Hall Law

21. Amber Cain, Technology and Research Services Librarian, and Assistant Professor, Seton Hall Law

22. Eduardo R.C. Capulong, Professor of Law, CUNY School of Law

23. Sheryll Cashin, Professor of Law, Georgetown Law

24. Jennifer M. Chacon, Professor of Law, Stanford School of Law

25. Sumi Cho, Director of Strategic Initiatives, African American Policy Forum

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27. Laura Cohen, Distinguished  
Clinical Professor of Law, Rutgers  
Law School

28. Donna Coker, Professor of Law,  
University of Miami School of  
Law

29. Jenny-Brooke Condon, Professor  
of Law, Seton Hall University  
School of Law

30. Roberto Corrada, Professor of  
Law, University of Denver

31. Kimberle W. Crenshaw, Professor  
of Law, Columbia Law School &  
UCLA School of Law

32. Peggy Cooper Davis, Shad  
Professor of Law, New York  
University

33. Angela J. Davis, Distinguished  
Professor of Law, American  
University Washington College of  
Law

34. Meera E Deo, The Honorable  
Vaino Spencer Professor of Law,  
Southwestern Law School

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Harvard Law School

37. Veena Dubal, Professor of Law,  
University of California, Irvine

38. Jon C. Dubin, Board of Governors  
Distinguished Service Professor,  
Distinguished Professor of Law,  
and Paul Robeson Scholar,  
Rutgers Law School

39. Karen Engle, Minerva House  
Drysdale Regents Chair in Law,  
University of Texas School of  
Law

40. Joseph Fishkin, Professor of Law,  
UCLA

41. Mary Louise Frampton, Professor  
of Law Emerita, UC Davis School  
of Law

42. Kris Franklin, Wallace Stevens  
Professor of Law, New York Law  
School

43. César Cuauhtémoc García  
Hernández, Professor of Law and  
Gregory H. Williams Chair in  
Civil Rights and Civil Liberties,  
Ohio State University

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University of Denver, Sturm  
College of Law

46. Laura E. Gomez, Rachel F. Moran  
Endowed Chair in Law, UCLA

47. Marc-Tizoc González, Professor  
of Law, University of New  
Mexico School of Law

48. Verónica C. Gonzales, Associate  
Professor of Law, University of  
New Mexico School of Law

49. Ariela Gross, Distinguished  
Professor of Law, UCLA School  
of Law

50. Catherine Grosso, Professor of  
Law, Michigan State University  
College of Law

51. Jonathan Hafetz, Professor of  
Law, Seton Hall School of Law

52. Hiba Hafiz, Associate Professor of  
Law, Boston College Law School

53. Eve Hanan, Professor of Law,  
University of Nevada Las Vegas

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57. Angela Harris, Distinguished Professor of Law, UC Davis School of Law

58. Tanya Hernandez, Professor of Law, Fordham University

59. Emily Houh, Gustavus Henry Wald Professor of the Law and Contracts, University of Cincinnati

60. Chaumtoli Huq, Associate Professor of Law, CUNY School of Law

61. Lucy Jewel, Professor of Law, University of Tennessee College of Law

62. Paula C. Johnson, Professor, Syracuse University College of Law

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65. Randall Kennedy, Professor of Law, Harvard Law School

66. Duncan Kennedy, Professor of Law Emeritus, Harvard Law School

67. Abdul Rehman Khan, Assistant Clinical Professor, Seton Hall Law School

68. Thomas Kleven, Professor of Law, Thurgood Marshall School of Law

69. Jasleen Kohli, Executive Director, Critical Race Studies Program, UCLA School of Law

70. Genevieve Lakier, Professor of Law and Herbert and Marjorie Fried Teaching Scholar, The University of Chicago Law School

71. Brian Leiter, Karl N. Llewellyn Professor of Jurisprudence, University of Chicago Law School

72. Chunlin Leonhard, Leon Sarpy Distinguished Professor of Law,

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75. Aaron Littman, Assistant Professor of Law, UCLA School of Law

76. David Lopez, University Professor and Co-Dean Emeritus, Rutgers Law

77. Gerald P. Lopez, Professor of Law Emeritus, UCLA School of Law

78. Beth Lyon, Clinical Professor of Law, Cornell Law School

79. David Lyons, Professor Emeritus of Law and of Philosophy, Boston University

80. Tayyab Mahmud, Professor of Law, Seattle University

81. Leo P. Martinez, Dean Emeritus and Professor of Law Emeritus, UC College of Law, San Francisco

82. Solangel Maldonado, Eleanor Bontecou Professor of Law, Seton

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85. Martha McCluskey, Professor  
Emerita, University at Buffalo

86. Eric J. Miller, Professor and Leo J.  
O'Brien Fellow, LMU Loyola  
Law School, Los Angeles

87. S. David Mitchell, Ruth L.  
Hulston Professor of Law,  
University of Missouri School of  
Law

88. Margaret Montoya, Professor  
Emerita of Law, University of  
New Mexico

89. Daniel I. Morales, Associate  
Professor, Dwight Olds Chair in  
Law, University of Houston Law  
Center

90. Janet Moore, Professor Emerita,  
University of Cincinnati College  
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91. Justin Murray, Associate  
Professor, New York Law School

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 Distinguished Professor, SUNY  
 Buffalo Law School

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95. Vasuki Nesiah, Professor of Practice, New York University

96. Anthony O'Rourke, Joseph W. Belluck and Laura L. Aswad Professor, University at Buffalo of Law, SUNY

97. Mariela Olivares, Professor of Law, Howard University School of Law

98. K-Sue Park, Professor of Law, UCLA

99. Sanjukta Paul, Professor of Law, University of Michigan

100. Russell G. Pearce, Professor of Law, Fordham University School of Law

101. Tara Adams Ragone, Assistant Professor, Seton Hall University

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Dayton School of Law

104.Kim D. Ricardo, Professor &  
Associate Dean of Experiential  
Education, University of Illinois  
Chicago School of Law

105.Willmai Rivera-Pérez, Associate  
Professor, Southern University  
Law Center

106.Joseph Rosenberg, Professor of  
Law, CUNY School of Law

107.Sean Scott, Professor, California  
Western School of Law

108.Theodore P. Seto, Hon. Frederick  
J. Lower, Jr. Chair and Professor  
of Law, LMU Loyola Law School

109.Ragini Shah, Clinical Professor  
of Law, Suffolk University

110.Fred Smith, Jr., Charles Howard  
Candler Professor of Law, Emory  
University

111.Chantal Thomas, Professor of

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Yale Law School114.Francisco Valdes, Professor of  
Law, University of Miami School  
of Law115.Sheila I. Velez Martinez, Jack and  
Lovell Olander Professor of  
Asylum Refugee and Immigration  
Law, University of Pittsburgh  
School of Law116.Alicia Virani, Director, Criminal  
Justice Program, UCLA School of  
Law117.Leti Volpp, Professor of Law,  
University of California, Berkeley118.Deborah M. Weissman, Reef C.  
Ivey II Distinguished Professor of  
Law, University of North Carolina  
School of Law119.Niel G. Williams, Nathaniel  
Jones, Jr. Professor of Law and  
Associate Professor, Loyola  
University Chicago120.Noah Zatz, Professor of Law and  
Labor Studies, UCLA

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 City University of New York  
 (CUNY) School of Law

123. Chaz D. Brooks, Assistant  
 Professor of Law, American  
 University Washington College of  
 Law

124. Evangeline Sarda, Associate  
 Clinical Law Professor, Boston  
 College Law School

125. Diego H. Alcala Laboy, Assistant  
 Professor of Law, Delaware Law  
 School

126. Erin Tomlinson, Instructor,  
 CUNY School of Law

127. Natsu Taylor Saito, Regents'  
 Professor Emerita, Georgia State  
 University College of Law

128. I. India Thusi, Professor of Law  
 & Senior Scientist, Indiana  
 University Maurer School of Law  
 & The Kinsey Institute

129. Angi Porter, Assistant Professor  
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133.Seema Mohapatra, Professor, SMU Dedman School of Law

134.Irus Braverman, Professor of Law & Adjunct Professor of Geography, University at Buffalo, The State University of New York

135.Jules Lobel, Professor of Law, University of Pittsburgh Law School

136.Rachel Rosenbloom, Professor of Law, Northeastern University School of Law

137.Adrienne Davis, William M. Van Cleve Professor of Law, Washington University

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Professor, Northeastern University  
School of Law

142.Margaret W. Bowman, Associate  
Professor of Law, University of  
Tulsa

143.Nancy Chi Cantalupo, Associate  
Professor of Law, Wayne State  
University Law School

144.Frank Deale, Professor of Law,  
CUNY Law School

145.Justin Hansford, Professor of  
Law, Howard University School  
of Law

146.Kaaryn S. Gustafson, Professor of  
Law, UC Irvine School of Law

147.Steve Zeidman, Professor, CUNY  
School of Law

148.Jessica Dixon Weaver, Associate  
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151.Anthony Paul Farley, James  
Campbell Matthews Distinguished  
Professor of Jurisprudence,  
Albany Law School

152.Kevin B. Kelly, Associate  
Clinical Professor, Seton Hall  
University School of Law

153.S. David Mitchell, Ruth L.  
Hulston Professor of Law,  
University of Missouri School of  
Law

154.Luke Herrine, Assistant Professor  
of Law, Alabama Law

155.Spearlt, Professor of Law,  
University of Pittsburgh School of  
Law

156.Akilah Folami, Law Professor,  
Hofstra University

157.Darren Bush, Professor,  
University of Houston Law Center

158.Kathryn Sabbath, Professor of

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161.Margaret M. Russell, Law  
 Professor, Santa Clara University

162.Jaya Ramji-Nogales, Professor of  
 Law, Temple University

163.Jeena Shah, Associate Professor  
 of Law, CUNY School of Law

164.Ethan J Leib, John D Calamari  
 Distinguished Professor of Law,  
 Fordham Law School

165.Kenneth B. Nunn, Professor of  
 Law, Emeritus, University of  
 Florida

166.Katherine Franke, James L. Dohr  
 Professor of Law, Columbia  
 University

167.Alicia Ely Yamin, Lecturer,  
 Harvard Law School

168.Matthew Lister, Associate  
 Professor of Law, Bond

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172. Lama Abu Odeh, Law Professor, Georgetown Law

173. Arlene Amarante, Associate Professor, Lincoln Memorial University

174. Pedro A. Malavet, Professor, University of Florida Levin College of Law

175. Farshad Ghodoosi, Assistant Professor of Business Law, California State University, Northridge

176. April Dawson, Associate Dean of Technology and Innovation and Professor of Law, North Carolina Central University School of Law

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179. Emily Hammond, Professor of  
Law, The George Washington  
University

180. Barbara Atwell, Law Professor,  
Elisabeth Haub School of Law at  
Pace University

181. Ruqaijah Yearby, Kara J Trott  
Professor in Health Law, Moritz  
College of Law, The Ohio State  
University's

182. Matthew Dimick, Professor of  
Law, University at Buffalo School  
of Law

183. Saskia Valencia, Clinical Legal  
Fellow, Brooklyn Law School

184. Prianka Nair, Assistant Professor  
of Law, Brooklyn Law School

185. Anibal Rosario Lebrón, Associate  
Professor, Rutgers Law

186. Andrew Hammond, Associate  
Professor of Law, Indiana  
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and Clinical Instructor, Boston  
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189.Jonathan Gingerich, Associate  
Professor of Law, Rutgers Law  
School

190.Aziza Ahmed, Professor of Law,  
Boston university School of Law

191.Andrew Foster, Clinical Professor  
of Law, Duke Law School

192.Faisal Chaudhry, Assistant  
Professor of Law and History,  
University of Massachusetts  
School of Law

193.Leigh Goodmark, Marjorie Cook  
Professor of Law, University of  
Maryland Carey School of Law

194.Cyra Akila Choudhury, Professor  
of Law, FIU College of Law

195.Angelo Petrich, Clinical  
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196.Elissa Steglich, Clinical  
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 Inclusion, & Public Impact, and  
 Director of the Caribbean Law  
 Program, Nova Southeastern  
 University Shepard Broad College  
 of Law

199.Shirley Lin, Assistant Professor  
 of Law, Brooklyn Law School

200.Thomas Healy, Board of Visitors  
 Distinguished Professor of Law,  
 Seton Hall University School of  
 Law

201.Maneka, Sinha, Associate  
 Professor of Law, University of  
 Maryland Carey School of Law

202.Erica B Schommer, Clinical  
 Professor of Law, St. Mary's  
 University School of Law

203.Kimberly Bailey, Professor of  
 Law, University of Cincinnati  
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204.Brooks Holland, Professor of  
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207. Rob Hochbaum, Assistant Clinical Professor of Law, University of the Pacific McGeorge School of Law

208. Almas Khan, Assistant Professor of Law, University of Mississippi School of Law

209. Jennifer Moore, Regents' Professor of Law, University of New Mexico School of Law

210. Greg Baltz, Assistant Professor of Law, Rutgers Law School

211. Aliza Organick, Professor of Law, University of New Mexico School of Law

212. James Gathii, Professor of Law, Loyola University Chicago School of Law

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214. Neil Gotanda, Professor Emeritus, Western State College

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216.Faiza Sayed, Assistant Professor  
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217.Franklin Siegel, Distinguished  
Lecturer (Retired), CUNY School  
of Law

218.Aissatou Barry, Assistant  
Professor of Law, Brooklyn Law  
School

219.Vijay Raghavan, Associate  
Professor of Law, Brooklyn Law  
School

220.Louis Raveson, Professor of Law,  
Rutgers Law School

221.Chrystin Ondersma, Professor of  
Law, Rutgers Law School

222.Sarah Lorr, Assistant Professor of  
Law, Brooklyn Law School

223 Sarah Katz, Clinical Professor of  
Law, Temple University Beasley  
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224.Gautam Hans, Associate Clinical  
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of Law

226.Zinaida Miller, Professor of Law  
 & International Affairs,  
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227.Ramsi Woodcock, Associate  
 Professor of Law, University of  
 Kentucky Rosenberg College of  
 Law

228.David D. Troutt, Distinguished  
 Professor of Law, Rutgers Law  
 School-Newark

229.Brandon Weiss Professor of Law,  
 American University Washington  
 College of Law

230.Beth Stephens, Distinguished  
 Professor of Law, Rutgers Law  
 School

231.Kathryn Sabbeth, Professor of  
 Law, Rutgers University

232.Danielle Kie Hart, Professor of  
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233.Thomas Williams, Assistant  
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American University Washington  
College of Law

237.Alexander A. Boni-Saenz,  
Professor of Law, University of  
Minnesota Law School

238.James Silk, Binger Clinical  
Professor of Human Rights, Yale  
Law School

239.Maryam Jamshidi, Associate  
Professor of Law, University of  
Colorado Law School

240.Beth G. Schwartz, Clinical  
Professor of Law Emerita,  
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Law

241.Erin M. Carr, Assistant Professor  
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Washburn University School of  
Law

244. Binny Miller, Professor of Law  
and Associate Dean for  
Experiential Education, American  
University, Washington College of  
Law

245. Randle DeFalco, Assistant  
Professor of Law, University of  
Hawaii at Manoa William S.  
Richardson School of Law

246. Jorge Contesse, Professor of Law,  
Rutgers Law School

247. Kenneth Lawson, Co-Director,  
Hawaii Innocence Project,  
University of Hawaii William S.  
Richardson School of Law

248. Adam Davidson, Assistant  
Professor of Law, University of  
Chicago Law School

249. Lydia X. Z. Brown, Lecturer in  
Disability Studies and Vice Chair  
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Association, Georgetown  
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 Law, University of Hawaii at  
 Manoa

252.Judith Fox, Clinical Professor  
 Emerita, Notre Dame Law School

253.Allison Tait, Professor of Law  
 and Associate Dean of Faculty,  
 University of Richmond School of  
 Law

254.Alexander A. Reinert, Max  
 Freund Professor of Litigation and  
 Advocacy, Benjamin N. Cardozo  
 School of Law

255.Andrea J. Boyack, Floyd R.  
 Gibson Endowed Professor,  
 University of Missouri School of  
 Law

256.Benjamin Davis, Emeritus  
 Professor of Law, University of  
 Toledo College of Law

257.Dara Purvis, Associate Dean of  
 Research and Partnerships and  
 Professor, Penn State Law

258.Rebecca Redwood French, Roger  
 and Karen Jones Distinguished,

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Emeritus, University of Hawaii  
Law School

260.Amy Cohen, Robert J Reinstein  
Chair in Law, Temple University  
Beasley School of Law

261.Kermit Roosevelt, David Berger  
Professor for the Administration  
of Justice, University of  
Pennsylvania Carey Law School

262.Ellen Yaroshefsky, Professor of  
legal Ethics, Hofstra Law School

263.David Oppenheimer, Clinical  
Professor of Law, UC Berkeley

264.Michael Pinard, Francis &  
Harriet Iglehart Professor of Law,  
University of Maryland Carey  
School of Law

265.Martha R. Mahoney, Professor of  
Law, University of Miami School  
of Law

266.Caitlin Barry, Professor of Law,  
Villanova University Charles  
Widger School of Law

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269.Nicole B. Godfrey, Associate Clinical Professor of Law, Michigan State University College of Law

270.Coleen Campbell, Associate Professor of Law, Hofstra School of Law

271.Lawrence Sager, Professor of Law, University of Texas School of Law

272.Carlos Ball, Distinguished Professor of Law, Rutgers Law School

273.Donna Nixon, Librarian and Clinical Professor, University of North Carolina Chapel Hill

274.Stacy Caplow, Professor of Law, Brooklyn Law School

275.Susan D. Bennett, Professor Emerita of Law, American University Washington College of Law

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279.Paula Galowitz, Clinical Professor of Law Emerita, New York University School of Law

280.Luke Norris, Professor, University of Richmond School of Law

281.Vincent Southerland, Associate Professor of Clinical Law, NYU School of Law

282.Ann Eisenberg, Professor of Law, West Virginia University College of Law

283.Jasbir Bawa, Asst Prof. of Lawyering Skills, Howard University School of Law

284.Robert S. Chang, Professor of Law and Executive Director, Fred T. Korematsu Center for Law and

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University School of Law

286.Lisa A. Crooms-Robinson,  
Professor, Howard University  
School of Law

287.Daria Fisher Page, Clinical  
Professor of Law/Associate Dean  
of Clinical Programs, University  
of Iowa College of Law

288.Stephen Rosenbaum, Frank C.  
Newman Lecturer, UC, Berkeley  
School of Law

289.Cesar F. Rosado Marzan, Edward  
Carmody Professor of Law,  
University of Iowa

290.Audrey G. McFarlane, Professor,  
University of Baltimore School of  
Law

291.Jane M. Spinak, Edward Ross  
Aranow Clinical Professor of Law  
Emerita, Columbia Law School

292.John Capowski, Professor of Law  
Emeritus, Widener  
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Carolina Joseph F. Rice School of  
Law

296. Christian Sundquist, Professor of  
Law, University of Pittsburgh  
School of Law

297. Kimani Paul-Emile, Professor of  
Law, Fordham Law School

298. Alec Walen, Distinguished  
Professor of Law and Philosophy,  
Rutgers University

299. Emily Berman, Professor of Law,  
University of Houston Law Center

300. Maurice Dyson, Professor of  
Law, Suffolk University Law  
School

301. Gilbert Paul Carrasco, Professor  
of Law Emeritus, Willamette  
University College of Law

302. Yvette Butler, Associate Professor  
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304. Barbara O'Brien, Professor,  
 Michigan State University College  
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305. Dennis Prieto, Associate  
 Professor and Reference  
 Librarian, Rutgers Law School

306. Omavi Shukur, Associate  
 Research Scholar, Columbia  
 University

307. Faisal Kutty, Professor,  
 Southwestern Law School

308. Mohammad Fadel, Professor of  
 Law, University of Toronto  
 Faculty of Law

309. Sarah L. Swan, Professor of Law,  
 Rutgers Law School

310. Evelyn Malavé, Associate  
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Florida

316.Dana Lee, Assistant Professor of  
Law, UCI School of Law

317.Mark Cammack, Professor of  
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318.Atá Hindi, Visiting Assistant  
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319.Jennifer Brown, Associate  
Director, Hawai'i Innocence  
Project, University of Hawai'i,  
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326.Antonia Eliason, Associate  
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327.Elizabeth Berenguer, Associate  
Professor of Law, Stetson  
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328.Reena Parikh, Assistant Clinical  
Professor, Boston College Law  
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329.Vanessa Racehorse, Assistant  
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330.LeRoy Pernell, Professor of Law,  
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338.Lawrence Carl Levine, Professor  
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and Karole Green Professor of  
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346. Bijal Shah, Associate Professor of  
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Law School

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363.Lauren van Schilfgaarde,  
 Assistant Professor, UCLA School  
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364.Sheila Foster, Scott K. Ginsburg  
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 Catherine Denny Professor of  
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382.Aidan Cover, Professor of Law,  
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383.Victoria Sahani, Professor of  
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384.Tarek Z. Ismail, Associate  
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390.Dehlia Umunna, Clinical  
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391.Constance de la Vega, Professor  
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392.Jason D. Williamson, Adjunct  
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393.Michael Karanicolas, Executive  
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400.Carla Laroche, Associate  
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401.Manoj Mate, Associate Professor  
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402.Marissa Jackson Sow, Associate  
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 School of Law

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410.Kathleen (Cookie) Ridolfi,  
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411.Cynthia Lee, Edward F. Howrey  
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Willoughby Professor, Joseph  
Rice School of Law of the  
University of South Carolina

447. Juan F. Perea, Professor of Law,  
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448. Marcia L. McCormick, Professor  
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456.Christopher Lau , Clinical  
Assistant Professor, University of  
Wisconsin Law School

457.Julie C. Suk, Professor of Law,  
Fordham University School of  
Law

458.Kim Abubakar Ali Forde-Mazrui,  
Mortimer M. Caplin Professor of  
Law, University of Virginia  
School of Law

459.Mary Yanik, Associate Clinical  
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460.Jeannine Bell, Curt & Linda  
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Sociology and Public Affairs,  
Princeton University

465. Gustavo Ribeiro, Assistant  
Professor, American University  
Washington College of Law

466. Laura Padilla, Professor of Law,  
California Western School of Law

467. Jill Engle, Professor of Law, Penn  
State Law (University Park)

468. Laura A. Hernandez, Professor of  
Law, Baylor Law School

469. Adam Herpolsheimer, Adjunct  
Professor and Law & Policy  
Analyst, Temple University  
Beasley School of Law - Center  
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473.Bassam Khawaja, Lecturer in  
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474.Bridgette Baldwin, Professor of  
Law, Western New England  
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475.Luwam Dirar, Assistant Professor  
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476.Naomi Mezey, Agnes Williams  
Sesquicentennial Professor of Law  
& Culture, Georgetown Law

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University School of Law

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511.Craig Futterman, Clinical  
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512.Maritza Reyes, Professor of Law  
 Affiliate, Aoki Center for Critical  
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513.Lauren Gilbert, Professor of Law,  
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536.Alexi Freeman, Assoc. Dean of  
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*\*\* Please direct all media inquiries to  
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[1] See Committee on Education and  
Workforce, *Letter to Dr. Holloway, Mr. Best,  
Dr. Conway, Dr. Cantor, and Dr. Tillis* (March  
27, 2024),  
[https://edworkforce.house.gov/uploadedfiles/rutgers\\_letter\\_final.pdf](https://edworkforce.house.gov/uploadedfiles/rutgers_letter_final.pdf).

[2] See Senate Judiciary Committee  
Republicans, *Letter to Rutgers University  
President Holloway and Chairman Best* (Feb.  
6, 2024),  
[https://www.kennedy.senate.gov/public/\\_cache/files/f/e/fee9448a-710d-45b5-9af1-5134826c0229/E8B1894AB80ABA009C5A19E8B4670F44.sjc-republicans-to-rutgers-020624.pdf](https://www.kennedy.senate.gov/public/_cache/files/f/e/fee9448a-710d-45b5-9af1-5134826c0229/E8B1894AB80ABA009C5A19E8B4670F44.sjc-republicans-to-rutgers-020624.pdf).

[3] Mitchel McConnell, *Freedoms of Speech  
and Association Are Bedrock American  
Liberties* (July 19, 2022),  
<https://www.republicanleader.senate.gov/newsroom/press->

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(1960).

[6] The Foundation for Individual Rights and Expression, About Us, <https://www.thefire.org/about-us> (last visited Apr. 5, 2024) (self-identifying as a “leading defender of fundamental rights on college campuses”).

[7] The Foundation for Individual Rights and Expression, Academic Freedom, <https://www.thefire.org/defending-your-rights/academic-freedom> (last visited Apr. 5, 2024)

[8] Keyishian v. Board of Regents, 385 U.S. 589, 603 (1967). *See also* Sweezy v. New Hampshire, 354 U.S. 234, 250 (1957) (“Scholarship cannot flourish in an atmosphere of suspicion and distrust. Teachers and students must always remain free to inquire, to study and to evaluate, to gain new maturity and understanding; otherwise, our civilization will stagnate and die.”).

[9] Committee on Education and Workforce, *Letter to Dr. Holloway, Mr. Best, Dr. Conway, Dr. Cantor, and Dr. Tillis* (March 27, 2024), [https://edworkforce.house.gov/uploadedfiles/rutgers\\_letter\\_final.pdf](https://edworkforce.house.gov/uploadedfiles/rutgers_letter_final.pdf).

[10] Center for Security, Race and Rights, *Why We Exist*, <https://csrr.rutgers.edu/> (last visited Apr. 5, 2024).

[11] All of the lectures hosted by the Center for Security, Race and Rights are available on its YouTube Channel, [https://www.youtube.com/playlist?list=PLFbUYFcWGZapBNVvCObiCp3qtgxH\\_iFy](https://www.youtube.com/playlist?list=PLFbUYFcWGZapBNVvCObiCp3qtgxH_iFy).

[12] Todd Wolfson & Bryan Sacks, Rutgers AAUP-AFT, Letter to Senator Graham and Republicans on the Senate Judiciary Committee (Feb. 20, 2024), at 1.

[13] *Id.* at 2. *See also* *Punishing Atrocities and Fair Trials: From Nuremberg to Global Terrorism* (featuring Professor Jonathan Hafetz), in Humanizing ‘the Other’ Lecture Series, Rutgers Center for Security, Race and Rights (Sept. 13, 2023), <https://youtu.be/52wrlJL8Dioo?si=GP1x1h073qzJdp4>.

[14] Committee on Education and Workforce, *Letter to Dr. Holloway, Mr. Best, Dr. Conway, Dr. Cantor, and Dr. Tillis* (March 27, 2024).

[15] *Id.*

[16] Mitchell Plitnick and Sahar Aziz, Presumptively Antisemitic: Islamophobic Tropes in the Palestine-Israel Discourse, Rutgers Center for Security, Race and Rights,

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Freedom (University of California 2021).  
[19] Ronald J. Daniels, *Why Authoritarian Regimes Attack Independent Universities*, Washington Post (Sept. 28, 2021),

<https://www.washingtonpost.com/opinions/2021/09/28/why-authoritarian-regimes-attack-independent-universities/>

[20] *Id.*

[21] *Id.*

[22] Virginia Foxx, *Dems' totalitarian overreach threatens Americans' livelihood*, Washington Times (Sept. 13, 2021),

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[23] Virginia Foxx, *How to fight critical race theory, other dubious ideologies and end student indoctrination*, Fox News (June 16, 2021),

[https://www.foxnews.com/opinion/critical-race-theory-ideologies-student-indoctrination-rep-virginia-foxx.](https://www.foxnews.com/opinion/critical-race-theory-ideologies-student-indoctrination-rep-virginia-foxx)



University, where police have brutalized faculty and students, or universities, such as UCLA, where counter-protesters have violently attacked peaceful student encampments.

We know that at times such as these, university presidents have been fired or have been asked to resign. We also know that decision-makers often take this opportunity to respond to a variety of pressures to install new presidents who express even more draconian stances. Such is the case in Tuesday's call (<https://dailynorthwestern.com/2024/05/02/campus/adl-midwest-standwithus-brandeis-center-call-for-nu-president-michael-schills-resignation/>) from the Anti-Defamation League Midwest, StandWithUs and the Louis D. Brandeis Center for Human Rights Under Law targeting NU and President Michael Schill.

However, we will not accept a University president who will respond with force against peaceful student protesters. We stand by a process wherein members of the NU community are able to continue to engage with one another and work through our differences without fear of repercussion, and particularly without fear for the safety of our students.

Sincerely,

Nitasha Tamar Sharma, Professor, Director, Asian American Studies, Black Studies, WCAS

Wendy Pearlman, Professor of Political Science and Middle East & North Africa Studies, WCAS

Alvin Tillery, Professor, Political Science, WCAS

Rebecca Zorach, Mary Jane Crowe Professor, Art History

Michael Rakowitz, Professor, Art Theory and Practice/MENA Studies

Martha Biondi, Lorraine H Morton Professor, Black Studies and History

Silyane Larcher, Associate Professor, Gender and Sexuality Studies and Black Studies

Mérida M. Rúa, Professor, Latina and Latino Studies

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(<https://dailynorthwestern.com/2024/05/daily-explains-contextualizing-the-evanston-reparations-lawsuit/>)

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NU announces plans to prevent disruptions at commencement    

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(<https://dailynorthwest.com/2024/06/05/city/the-daily-explains-contextualizing-the-evanston-reparations-lawsuit/>)

NU announces plans to prevent disruptions at commencement (<https://dailynorthwest.com/2024/06/04/campus/nu-announces-plans-to-prevent-disruptions-at-commencement/>)

Wesley Avenue apartment tenants file lawsuit against property owners, managers (<https://dailynorthwestern.com/2024/06/04/city/wesley-avenue-apartment-tenants-file-lawsuit-against-property-owners-managers/>)

“As a private person, the only way you’re letting me to share my story is to demonstrate that your inquiries are rooted in impartiality, empathy or a genuine want to lend my story a more complete truth.”

Brew, Hou, Leung, Pandey: On being scared to tweet and the pressure to market yourself as a student journalist  
(<https://dailynorthwest.com/2024/06/04/featured-stories/graduation-issue/graduation-issue-2024/brew-hou-leung-pandey-on-being-scared-to-tweet-and-the-pressure-to-market-yourself-as-a-student-journalist/>)

The insane photos and papers plastered on the walls and ceiling of the multimedia room are just the start of a long living archive of what that little windowless room is capable of."

Perry: A little humility goes a long way (<https://dailynorthwest.com/2024/06/04/featured-stories/graduation-issue/graduation-issue-2024/perry-a-little-humility-goes-a-long-way/>)

journalists  
(<https://dailynorthwest.com/2024/06/04/featured-stories/graduation-issue/graduation-issue-2024/brew-hou-leung-pandey-on-being-scared-to-tweet-and-the-pressure-to-market-yourself-as-a-student-journalist/>)

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## **More in Letters to the Editor** [\(https://dailynorthwestern.com/category/opinion/le tters-to-editor/\)](https://dailynorthwestern.com/category/opinion/letters-to-editor/)

“At every opportunity where difficult questions arise, I have found the community NU-Q ready to embrace healthy, respectful, and open conversations.”

**Maria Clara Lisboa-Ward**

left unaddressed today, new cohorts I likely face the same situation every yr. It is extremely unjust for NU to profit of our research labor and not pay us for

We urge those who follow the hearings to keep students in mind, particularly the many students of color and Jewish students who participated in the protests on Deering Meadow. We urge Northwestern faculty members

## LTE: A response to Eli Kronenberg by an

## Open Letter: Northwestern, pay

## LTE: A letter from five NU faculty members

(//dailynortheastern.com/2024/05/02/latest-stories/lte-an-open-letter-from-186-faculty-stand-up-to-pressure-and-reject-calls-for-force/?print=true)

NU-Q student  
(<https://dailynorthwestern.com/2024/05/31/lateststories/lte-a-response-to-eli-kronenberg-by-an-nu-q-student/>)

My experience as an international exchange student here at NU has granted me a broader perspective on the purpose of education.”

**Sia Karamchandani**, Columnist

your advanced graduate workers!  
(<https://dailynorthwestern.com/2024/05/28/lateststories/open-letter-northwestern-pay-your-advanced-graduate-workers/>)

“I am not carrying water for terrorists. I am carrying water for humanity and morality.”

**Melissa Duda**

in support of President Schill  
(<https://dailynorthwestern.com/2024/05/20/lateststories/lte-a-letter-from-five-nu-faculty-in-support-of-president-schill/>)

“You have the opportunity to change the narrative — to support peace and justice here and in Israel.”

**Stuart Gibson** '73

**Karamchandani:**  
Reflections on education after studying in three different countries  
(<https://dailynorthwestern.com/2024/05/20/lateststories/education-2/>)

**LTE:** On ‘following the money’ behind pro-Palestinian protests  
(<https://dailynorthwestern.com/2024/05/16/lateststories/lte-on-following-the-money-behind-pro-palestinian-protests/>)

**LTE:** Wake up and smell the coffee — who is pulling the strings of the pro-Hamas protesters?  
(<https://dailynorthwestern.com/2024/05/09/lateststories/lte-wake-up-and-smell-the-coffee-who-is-pulling-the-strings-of-the-pro-hamas-protesters/>)



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In reporting for disparate subjects, I saw how unavoidable it was to separate the pandemic from our current lives. How unavoidable it would be to separate our craft from our reality.

**Angeli Mittal**

“I can make my sources feel heard, even only by me, or reach one reader that needs to see my story, then I’ve done my job.”

**Isabel Funk**

After years of sitting at the press table, mindlessly typing notes on my computer to keep up with the conversation, I’ve learned that student journalism equips you with the power to teach yourself almost anything.”

**Jorgia Siemons**

**Mittal:** Good things come to those who wait  
(<https://dailynorthwestern.com/2024/06/04/featured-stories/graduation-issue/graduation-issue-2024/mittal-good-things-come-to-those-who-wait/>)

**Funk:** Keep sight of why student journalism matters  
(<https://dailynorthwestern.com/2024/06/04/lateststories/funk-keep-sight-of-why-student-journalism-matters/>)

**Siemons:** On the trials and triumphs of covering City Council as a student  
(<https://dailynorthwestern.com/2024/06/04/featured-stories/graduation-issue/graduation-issue-2024/siemons-on-the-trials-and-triumphs-of-covering->)





6/6/24, 7:25 PM Northwestern ended its protest encampment without cops or violence. Why is Congress upset? - Chicago Sun-Times

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EDUCATION ISRAEL-HAMAS WAR POLITICS

## Northwestern ended its encampment without cops or violence: Why is Congress upset?

Northwestern University President Michael Schill is expected to be grilled by lawmakers next week about his decision to negotiate with students.

By Lisa Kurian Philip | WBEZ | May 15, 2024, 11:40am EDT

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Photo: AP Photo/Charles Rex Arbogast

6/6/24, 7:25 PM Northwestern ended its protest encampment without cops or violence. Why is Congress upset? - Chicago Sun-Times When pro-Palestinian protesters and Northwestern administrators sat down to negotiate last month over the encampment that had taken over Deering Meadow, neither side was much in the mood for compromise.

"The first day we went, we were like, 'Oh, hell no ... we're not moving — at all — unless you give us something really tangible,'" said Mounica Sreesai, a PhD student and member of the encampment's negotiating team.

Northwestern's president, Michael Schill, who's heading to Congress to be grilled Thursday about the school's response to the encampment there, described a similar position among administrators in an opinion piece for the Chicago Tribune.

The protesters "asked for several changes to university policy including divestment from Israel and the end of an academic program that focused on Israeli innovation," Schill wrote. "We said a flat no to both."

At that point, the encampment had been up on the school's campus for less than a day, and Sreesai said the activists were not in a rush to disband it. The protest had support from hundreds of students, faculty and community members who sat in a ring around the tents on Deering Meadow, as if forming a protective barrier.

Across racial and religious differences, they mourned the [more than 34,000 Palestinians](#) killed in Gaza, while sharing meals and learning the dabke, a traditional Arabic dance. There were Muslim, Christian and Jewish prayers, and celebration of Passover.

"It took a lot of community power and strength," Sreesai said.

But after five days of back and forth, of ceding ground and bouts of heavy rain and the threat of arrest and disciplinary action, student organizers and school officials managed to do what their counterparts at most other campuses have not: They [struck a deal](#).

Protesters would dismantle the encampment, except for one aid tent. In return, university leaders promised to answer questions from students and faculty members about Northwestern's investments, establish an affinity space for Middle Eastern and North African students and pay to educate five Palestinian undergraduates.

The agreement has been beset by criticism from both sides. But the people who helped broker the deal believe it should serve as a model to activists and administrators at campuses across the country for how to resolve conflicts without calling in the cops.

"A lot of credit goes to the negotiating teams who were working through the night, over the weekend," said Elizabeth Shakman Hurd, a professor at Northwestern and member of Educators for Justice in Palestine. Shakman Hurd called the agreement an "inspiration" and potential watershed moment.

It's also a departure from other institutions, where encampments have been taken down by police, including [the University of Chicago](#), [The School of the Art Institute of Chicago](#) and, just [on Thursday](#), [DePaul University](#).

"We were ... looking at what was happening at other universities," Northwestern's president, Michael Schill, told WBUR's *Here and Now*. "Even when they went in with force, it typically wasn't successful. And so we thought the best way to sustainably de-escalate the situation was to actually talk with our students."

That decision, and the agreement, have come under fire from multiple directions.

When Schill faces a congressional committee on Thursday, some members are expected to rake him over the coals for making a deal with students instead of bringing the hammer down.

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RELATED

[What to know about the pro-Palestinian protests in Chicago: latest updates](#)

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Three Jewish groups are calling for Schill to resign, saying he made a deal with protesters who "fanned the flames of antisemitism and wreaked havoc on the entire university community." The American Jewish Committee accused Northwestern leaders of "succumbing



May 22, 2024

NU-AAUP Executive Committee Letter to Representative Virginia Foxx and Members of the Committee on Education and the Workforce

Dear Representative Foxx and Committee members,

As a chapter of the American University of University Professors (AAUP), our priority is to ensure that institutions of higher education uphold principles of academic freedom and shared governance. Northwestern University's Faculty Handbook includes as its first policy a commitment to these principles. For purposes of the hearing "Calling for Accountability: Stopping Antisemitic College Chaos" and as members of the Executive Committee of our local AAUP chapter, we write to inform the Committee about the principles which undergird a healthy, robust and vital national system of higher education.

Let us be clear: we oppose any efforts to remove President Michael Schill from his position in response to outside interest groups. No university president's position should be subject to the whims of political or societal pressure. They should be judged according to the specific needs of each university and by internal stakeholders, including the board of trustees, faculty, students and staff, as outlined in AAUP's principles of shared governance. At the same time, we also call on our President to respect shared governance and refrain from imposing last-minute rule changes, especially those that hamper the free expression that helps to secure a strong foundation for academic freedom.

Communicating these principles is particularly important in light of the letter from Rep. Virginia Foxx to Michael Schill and Peter Barris. As university faculty, we are alarmed at the dual premise of Foxx's letter: on the one hand, that protest and expression are anathema to learning in the University; and on the other, that the federal government's place is to impose parameters of acceptable speech, in this case on the campus of a private university. We see these intrusions as of a piece with the political interference in universities the AAUP recently denounced. "Political interference in US higher education has reached an alarming level. In a number of states, including Florida, North Carolina, Tennessee, and Texas, Republican majorities in the legislature, alongside Republican governors, have made explicit their intention to reshape colleges and universities.... In doing so, they subvert the possibility that, as a site of free inquiry, the university can serve the common good."<sup>1</sup>

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<sup>1</sup> AAUP, "Statement on Political Interference in Higher Education," January 2024, <https://www.aaup.org/report/statement-political-interference-higher-education>.



Rep. Foxx's letter vociferously declares antisemitism to be its concern. But absent evidence specific to our campus, it merely asserts a groundless smear that Northwestern is a "pro-terror" hotbed. Rep. Foxx launches numerous allegations based on two types of grievances: harms and threats, and subjective claims of feeling unsafe. Under the guise of protecting students, Rep. Foxx flagrantly interferes with the self-determination that institutions such as ours must enjoy as an existential predicate to the free expression of ideas necessary for education. The UN's Working Group on Academic Freedom's statement is unequivocal on the subject: "The protection, promotion, and enjoyment of academic freedom require the autonomy of academic, research, and teaching institutions."<sup>2</sup> In our view, the announced May 23 congressional hearing violates the purpose of academic freedom itself, namely that of safeguarding an education that prioritizes intellectual inquiry unburdened by agendas of doctrinal politics or commerce. The goal is a knowledgeable citizenry able to participate in rational debate.

Commenting on campus protests against university complicity with militarism in the 1960s, Sen. William Fulbright said, "[T]he basic cause of the great trouble in our universities is the student's discovery of corruption in the one place, besides perhaps the churches, which might have been supposed to be immune from the corruption of our age. Having seen their country's traditional values degraded in the effort to attribute moral purpose to an immoral war, having seen their country's leaders caught in inconsistencies which are politely referred to as a 'credibility gap,' they now see their universities --the last citadels of moral and intellectual integrity--lending themselves to ulterior and expedient ends, and betraying their own fundamental purpose, which, in James Bryce's words, is to 'reflect the spirit of the times without yielding to it.'"<sup>3</sup>

<sup>2</sup> UN Working Group on Academic Freedom, "Principles for Implementing the Right to Academic Freedom," March 2024. [https://www.scholarsatrisk.org/wp-content/uploads/2024/04/Principles-for-Implementing-the-Right-to-Academic-Freedom\\_FINAL.pdf](https://www.scholarsatrisk.org/wp-content/uploads/2024/04/Principles-for-Implementing-the-Right-to-Academic-Freedom_FINAL.pdf)

<sup>3</sup> Sen. William Fulbright, "The War and Its Effects, II," *Congressional Record*, Dec. 13, 1967 36182. Sen. William Fulbright's remarks and supporting documents from the *Chicago Daily News* were published in the *Congressional Record* on [December 13, 1967, 36181-36184](#) and [April 25, 1969, 10387-10895](#). General Dynamics, behind the TFX scandal Sen. Fulbright references in his 1969 statement, has been a major beneficiary of the billions the United States has spent on military aid to Israel. General Dynamics (GD) has been the Crown family business since 1959. Several members of the Crown family and GD CEOs have served as NU trustees. The Israel Innovation Project to which protesters have objected was initiated by Lester Crown. Israel Innovation Project, <https://iip.northwestern.edu/about/>. The director is a Crown Visiting Chair. There is no indication of any search for his position; WCAS Dean Adrian Randolph did not respond to a query about whether a search in fact occurred. General Dynamics' partnerships with Israel go back decades. In 1982, General Dynamics was co-producing its F-16s in Israel. Michael Klare, *American Arms Supermarkets*, Austin: University of Texas Press, 1984, p. 166. Such production coordination, as well as indirect side agreements including fellowships and schools, are key to foreign military sales and known as "offset trade." W.W Keller and T.M. LaPorte, "Global Arms Trade: Commerce in Advanced Military Technology and Weapons," Office of Technology of Assessment, 1998, <https://apps.dtic.mil/sti/citations/tr/ADA344759>; Blenheim Capital Brochure, [https://web.archive.org/web/20110207230706/http://www.blenheimcapital.net/downloads/blenheim\\_brochure.pdf](https://web.archive.org/web/20110207230706/http://www.blenheimcapital.net/downloads/blenheim_brochure.pdf).



As our AAUP 1940 Statement of Principles on Academic Freedom and Tenure asserts "the common good depends upon the free search for truth and its free exposition." Regardless of whether one supports or disagrees with a protester's foreign policy positions, any legislator in our democracy should recognize the importance of upholding the importance of peaceful protest, especially at institutions of higher education. Historically and today, they have played a vital role as cradles of civic and intellectual engagement.

Finally, specific allegations in Rep. Foxx's letter distort or flat-out misrepresent events and actions attributed to individual faculty at Northwestern. Neither inquiry nor citizens will be served by the obfuscation and fear-mongering which Rep. Foxx's letter brazenly enacts, especially when our university's own internal process of due diligence and investigations have not yet occurred for any conjectured violations of rules and policies, whether civil, criminal or covered under Title VI investigations. We request that the hearing and subsequent communications refrain from further defamation of our colleagues who have been given no due process. We request that Rep. Foxx and others participating in the hearing refrain from amplifying unverified reports from partisan interest groups, insofar as those named lack an opportunity to confront their unidentified accusers and respond.

Sincerely,  
Jorge Coronado, President and Professor  
Jacqueline Stevens, Secretary and Professor  
Samuel Weber, Member-at-Large and Avalon Foundation Professor of Humanities  
for the Executive Committee of NU-AAUP

6/6/24, 7:26 PM

UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times



Los Angeles Times

CALIFORNIA

## After violent night at UCLA, classes cancelled, UC president launches investigation into response



A pro-Palestinian protester clashes with a pro-Israeli supporter at an encampment at UCLA early Wednesday. (Wally Skalij / Los Angeles)

By Safi Nazzal, Teresa Watanabe, Ashley Ahn, Hannah Fry and Richard Winton

Published April 30, 2024 | Updated May 1, 2024 8:58 PM PT

[https://www.latimes.com/california/story/2024-04-30/ucla-moves-to-shut-down-pro-palestinian-encampment-as-unlawful?utm\\_source=reddit.com&ut...](https://www.latimes.com/california/story/2024-04-30/ucla-moves-to-shut-down-pro-palestinian-encampment-as-unlawful?utm_source=reddit.com&ut...) 1/16

6/6/24, 7:26 PM

UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

UCLA was reeling Wednesday after hours of violence that unfolded overnight at [a pro-Palestinian encampment](#), heightening concerns about the university's handling of the protests over the Gaza war and the future of the camp.

Just before midnight, a large group, wearing black outfits and white masks, arrived on campus and tried to tear down the barricades surrounding the encampment.

Campers, some holding lumber and wearing goggles and helmets, rallied to defend the site's perimeter.

Over several hours, counterdemonstrators hurled objects, including wood and a metal barrier, at the camp and those inside. Fights repeatedly broke out. Some tried to force their way into the camp, and the pro-Palestinian side used pepper spray to defend themselves. Fireworks were also launched into the camp.

The attack went unanswered for three hours, until dozens of officers from the California Highway Patrol, LAPD and other agencies arrived and restored order. The slow response sparked criticism and calls for investigations.

In a letter to the University of California Board of Regents obtained by The Times, UC President Michael V. Drake wrote that there is "sufficient confusion" surrounding the violence that he was ordering an independent review of the university's planning, its actions and the response by law enforcement.

UCLA Chancellor Gene Block called the incident "a dark chapter in our campus's history" and said the university was "carefully examining our own security processes in light of recent events."

The question looming over the campus now is the fate of the camp. On Tuesday evening, UCLA had declared the camp "unlawful" and in violation of university policy.

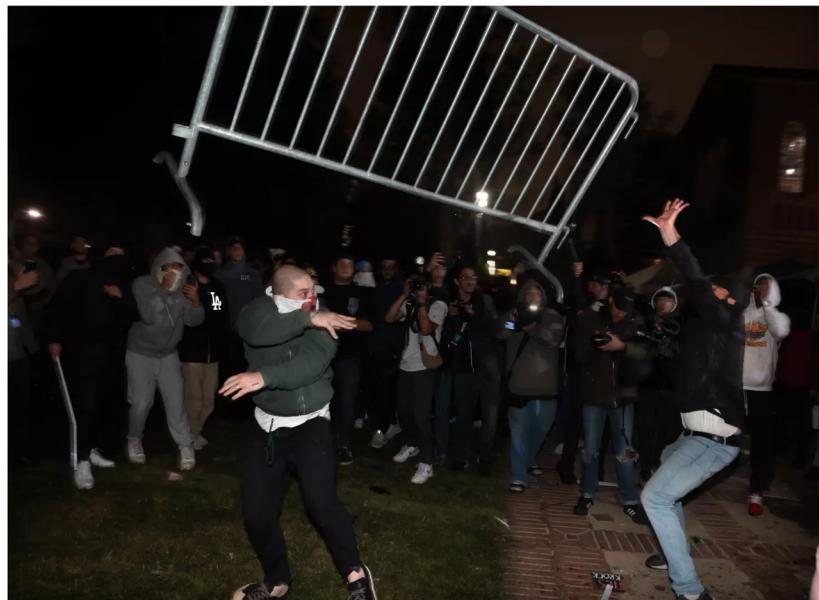
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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

In his letter to the regents, Drake said Block told him the university will dismantle the encampment — which was erected last week in a demand for divestment from Israel and an end to the country's military actions in the Gaza Strip — at “the appropriate time.”

It is unclear how many people were injured in the incident. Drake wrote in the letter to the regents that 15 people were hurt. However, demonstrators said 25 members of their group were taken to hospitals for treatment. A 26-year-old man suffering from a head injury was taken to the hospital by paramedics, according to the Los Angeles Fire Department.

As the violence unfolded, students were tending to one another, treating eye irritation and other injuries inside the camp.



[https://www.latimes.com/california/story/2024-04-30/ucla-moves-to-shut-down-pro-palestinian-encampment-as-unlawful?utm\\_source=reddit.com&ut...](https://www.latimes.com/california/story/2024-04-30/ucla-moves-to-shut-down-pro-palestinian-encampment-as-unlawful?utm_source=reddit.com&ut...) 3/16

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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

Pro-Palestinian protesters and pro-Israeli supporters clash at an encampment at UCLA early Wednesday. (Wally Skalij / Los Angeles)

UCLA officials decried the violence and said they had requested help from the Los Angeles Police Department. It is unclear whether police made any arrests. UCLA police did not respond to a request for comment, and a spokesperson for the LAPD declined to comment Wednesday.

“Horrific acts of violence occurred at the encampment tonight, and we immediately called law enforcement for mutual aid support,” Mary Osako, vice chancellor for UCLA strategic communications, said in a statement. “The fire department and medical personnel are on the scene. We are sickened by this senseless violence and it must end.”

There were [only a handful of university police on campus](#) when the violence broke out. A group of private unarmed security guards observed the clashes but did not move in.



CALIFORNIA

**Photos: Tensions grow as pro-Palestinian demonstrations on college campuses continue**

May 1, 2024

Around 1:40 a.m., police officers in riot gear arrived, and some counterprotesters began to leave. But the police did not immediately break up the clashes at the camp, which continued despite the law enforcement presence.

“There must be a full investigation into what occurred on campus last night,” L.A. Mayor Karen Bass said Wednesday. “Those involved in launching fireworks at other people, spraying chemicals and physically assaulting others will be found, arrested and prosecuted, as well as anyone involved in any form of violence or lawlessness.”

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UCLA protests. Classes canceled, UC president launches investigation - Los Angeles Times

A camp representative said the counterdemonstrators repeatedly pushed over barricades that mark the boundaries of the encampment, and some campers said they were hit by a substance they thought was pepper spray. As counterprotesters attempted to pull down the wood boards surrounding the encampment, at least one person could be heard yelling, “Second nakba!” referring to the mass displacement and dispossession of Palestinians during the 1948 Arab-Israeli War.

Daily Bruin News Editor Catherine Hamilton said she was sprayed with some type of irritant and repeatedly punched in the chest and upper abdomen as she was reporting on the unrest. Another student journalist was pushed to the ground by counterprotesters and was beaten and kicked for nearly a minute, she said. Hamilton was treated at a hospital and released.

“I truly did not expect to be directly assaulted. I know that these individuals — at least the individual who initiated the mobilization against us — knew that we were journalists,” she said. “And while I did not think that protected us from harassment, I thought that might have [prevented us from being] assaulted. I was mistaken.”

Around 3 a.m., a line of officers arrived at the camp and pushed the remaining counterprotesters out of the quad area. The police told people to leave or face arrest.

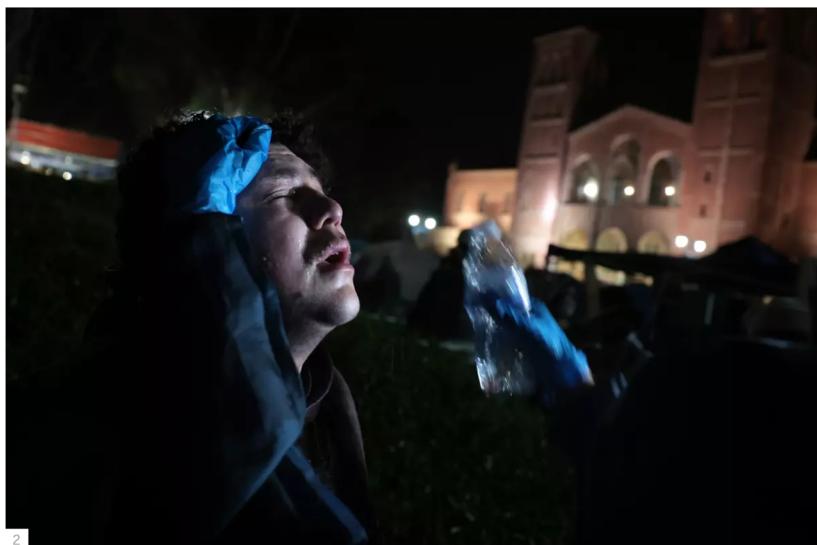
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1



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1. A pro-Palestinian protester bleeds from his head after clashing with pro-Israeli supporters at UCLA early Wednesday. 2. A pro-Palestinian protester gets his eyes washed after getting maced by pro-Israeli supporters at UCLA. 3. A pro-Palestinian protester tries to recover after being sprayed with mace. (Wally Skalij / Los Angeles)

Ananya Roy, a professor of urban planning, social welfare and geography, echoed concerns about the university's lack of response when faced with a violent counterprotest.

"It gives people impunity to come to our campus as a rampaging mob," she said. "The word is out they can do this repeatedly and get away with it. I am ashamed of my university."

Hours after the violent episode, students on campus were still shaken. Campus security and the CHP were working to fortify all entrances into the encampment area.

Hannah Appel, assistant professor of anthropology at UCLA, stood at a staircase adjacent to Royce Hall where she allowed people bringing medical supplies, clothing

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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

and water into the encampment area.

“Because of the escalated violence last night, we have to be very vigilant and careful about who can come in and out,” Appel said behind a makeshift barricade.

Assemblymember Rick Chavez Zbur (D-Los Angeles), whose district includes the UCLA campus, criticized university administration in a statement Wednesday, saying they had failed to protect their students.

“No matter how strongly one may disagree with or be offended by the anti-Israel demonstrators’ messages, tactics, or goals, violence is never acceptable and those responsible must be held accountable,” Zbur said.

The Los Angeles chapter of the Council on American-Islamic Relations, a Muslim civil rights and advocacy organization, condemned the violence, which it said was carried out by a “mob of pro-Israel extremists.” CAIR-LA Executive Director Hussam Ayloush called on law enforcement to identify and hold accountable those who participated and for Atty. Gen. Rob Bonta to investigate the police response.



CALIFORNIA

**Photos: Clashes at pro-Palestinian demonstrations on California campuses**

May 2, 2024

“Last night’s attack on UCLA students supporting Palestine was only the latest incident of violence against them. In recent days, pro-Israel extremists directed racial slurs and sexual threats at students, spat on a student and released a pack of mice into the encampment,” Ayloush said in a statement.

The nonprofit organization Jewish Federation Los Angeles said in a statement Wednesday morning that it was “appalled” by the violence on campus overnight and

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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

placed blame on campus leaders. The group also called for the chancellor to remove the encampment.

“The abhorrent actions of a few counterprotesters last night do not represent the Jewish community or our values,” the group wrote. “We believe in peaceful, civic discourse.”

UCLA is one of numerous universities where students have erected tents as part of a wave of protests by students, faculty members and staffers demanding an end to Israel’s actions in the Gaza Strip and divestment from firms that sell weapons or services to the country.



CALIFORNIA

**Photos: Clashes at pro-Palestinian demonstrations on California campuses**

May 2, 2024

The Westwood campus became the first in the University of California system to move against an encampment. Others have been [set up at UC campuses at Berkeley, Riverside and Irvine](#) along with colleges and universities across the nation.

[UC has generally taken a lighter touch](#) in handling protests than USC, Columbia and other campuses that have called in police, who have arrested hundreds of students.

The violence came on the same day that the U.S. House committee investigating antisemitism announced Block would testify about his campus actions to stop bias and harassment against Jewish students. The [May 23 hearing](#) is also set to include the presidents of Yale and the University of Michigan. The hearings have derailed the careers of the presidents of the University of Pennsylvania and Harvard. Block has already announced [he is stepping down](#) as chancellor on July 31.

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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times



California Highway Patrol officers stand guard during an altercation between clashing groups at UCLA on Wednesday.  
(Michael Blackshire / Los Angeles Times)

In a statement Tuesday, Drake, the UC president, said he “fully” supported UCLA’s action. UC must be “as flexible as it can” in matters of free speech, he said, but must act in cases where student learning and expression are blocked, university functions disrupted and safety threatened.

“The University of California campuses will work with students, faculty and staff to make space available and do all we can to protect these protests and demonstrations,” he said. “But disruptive unlawful protests that violate the rights of our fellow citizens are unacceptable and cannot be tolerated.”

He did not specify what behavior at UCLA he found unacceptable.

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The UC Board of Regents has scheduled a closed-door meeting Friday to discuss the student protests.



CALIFORNIA

### Dueling Gaza protests at UCLA draw hundreds as USC sees peaceful demonstration

April 28, 2024

UC guidance — developed after widespread furor involving a 2011 incident at UC Davis, when police pepper-sprayed students who were peacefully protesting social and economic inequality during the Occupy movement — has led colleges to use a flexible approach in allowing protests as long as they are peaceful and don't impede campus operations, learning or teaching. Police action should be a last resort, the guidance says.

But Block said Tuesday that although many demonstrators have been peaceful, others have used tactics that have “frankly been shocking and shameful.”

“We have seen instances of violence completely at odds with our values as an institution dedicated to respect and mutual understanding,” he said in a message to the campus community. “In other cases, students on their way to class have been physically blocked from accessing parts of the campus.



CALIFORNIA

### Pro-Palestinian protests grow at California campuses as opposing demonstrators clash at UCLA

April 25, 2024

“UCLA supports peaceful protest, but not activism that harms our ability to carry out our academic mission and makes people in our community feel bullied, threatened

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UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

and afraid," he wrote. He added that the incidents had put many on campus, "especially our Jewish students," in a state of anxiety and fear.

High levels of fear also have been reported by pro-Palestinian students, which Block did not mention — an omission that outraged some campus members.



Demonstrators clash at an encampment at UCLA early Wednesday. (Ethan Swope / Associated Press)

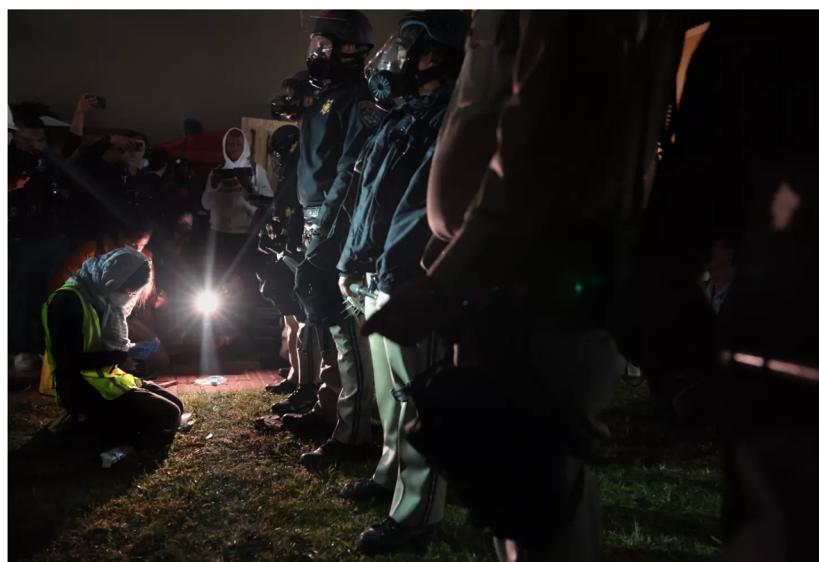
"It is quite shocking and demoralizing that the chancellor notes only the antisemitism faced by Jewish students when in fact there has been a significant number of incidents of racism and violence against Palestinians, Muslims and, in fact, anyone considered a supporter of Palestinian rights," said Sherene Razack, a professor of gender studies.

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The “Palestinian Solidarity Encampment” said in a statement that “Zionist aggressors,” most of them not UCLA students, had been “incessantly verbally and physically harassing us, violently trying to storm the camp, and threatening us with weapons.” But campus security did nothing to protect them, the statement said.

The group decried UCLA’s move to end the encampment as a “cowardly intimidation tactic” and a “continuation of a long history of attempts to shut down student activism and silence pro-Palestinian voices.”



A woman prays in front of CHP officers next to a pro-Palestinian encampment at UCLA early Wednesday. (Wally Skalij / Los Angeles Times)

Dan Gold, executive director of Hillel at UCLA, supported the university’s action, saying Jewish students have been bullied, harassed and intimidated around the encampment — including at least 10 who said they were denied access to nearby

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walkways after encampment monitors asked them if they were Zionists. A Star of David with the words “step here” was drawn in the area, he said.

“This encampment violates a long list of university policies, and the result of not enforcing these rules that every other student and student group follows to a T is chaos and unrest — and worse, it allows for even more intense forms of hate to persist and grow,” Gold said.

Block said the campus was aiming to keep all sides safe by “significantly” increasing the security presence with more law enforcement officers, safety personnel and student affairs staff. Law enforcement is investigating recent acts of violence, and barriers that demonstrators used to block access to buildings have been removed, Block said. Students involved could face suspension or expulsion.

UCLA added that it “encouraged” students to use established university procedures to find appropriate locations to gather and protest.

*Times staff writers Richard Winton, Melissa Gomez, Dakota Smith, Colleen Shalby and photographer Michael Blackshire contributed to this report.*

### More to Read

**UCLA taps LAPD, district attorney, FBI in investigation of attack on pro-Palestinian camp**

May 6, 2024



**UCLA sought extra police but canceled requests in days before protest camp was attacked**

May 2, 2024



6/6/24, 7:26 PM      UCLA protests: Classes canceled, UC president launches investigation - Los Angeles Times

**UCLA struggles to recover after 200 arrested, pro-Palestinian camp torn down**

May 3, 2024




Safi Nazzal

Safi Nazzal is a puppeteer and content creator for 404 by L.A. Times. He received a film degree from Chapman University, where he specialized in directing, and is an alumni of the Television Academy Foundation internship program. He has trained with and performed for both the Bob Baker Marionette Theater and the Jim Henson Company. He also served as a campaign media director for a congressional candidate in the 2020 elections.



Teresa Watanabe

Teresa Watanabe covers education for the Los Angeles Times. Since joining the Times in 1989, she has covered immigration, ethnic communities, religion, Pacific Rim business and served as Tokyo correspondent and bureau chief. She also covered Asia, national affairs and state government for the San Jose Mercury News and wrote editorials for the Los Angeles Herald Examiner. A Seattle native, she graduated from USC in journalism and in East Asian languages and culture.



Ashley Ahn

Ashley Ahn is a 2023-24 reporting fellow at the Los Angeles Times. She has previously interned at CNN, USA Today, NPR and Foreign Policy Magazine. Ahn is from Georgia and a graduate of the University of Pennsylvania.

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**Hannah Fry**

Hannah Fry covers breaking news for the Los Angeles Times. She most recently covered Orange County for The Times and has written extensively about criminal trials, housing, politics and government. In 2020, Fry was part of the team that was a Pulitzer finalist for its coverage of a boat fire that killed 34 people off the coast of Santa Barbara. Fry came to The Times from the Daily Pilot, where she covered coastal cities, education and crime. An Orange County native, Fry started her career as an intern at the Orange County Register.

**Richard Winton**

Richard Winton is an investigative crime writer for the Los Angeles Times and part of the team that won the Pulitzer Prize for public service in 2011. Known as [@lacrimes](#) on Twitter, during almost 30 years at The Times he also has been part of the breaking news staff that won Pulitzers in 1998, 2004 and 2016.

**Joint Union Statement on the House Committee Attacks on Campus Free Speech**

Members of our unions—which represent tens of thousands of educators and researchers at Rutgers University, Northwestern University, the University of California, and other campuses—will be present at a congressional hearing this Thursday, May 23, at which officials from our universities have been summoned to testify before the House Committee on Education and the Workforce.

We believe this hearing and previous actions of the Committee represent an attack on the foundations of higher education and are part of a wider extremist effort to stifle and curtail freedom of speech, freedom of assembly, and freedom of expression throughout society. Defending our universities at this moment is necessary to defend the basic principles of US democracy.

We believe the protests on our campuses this spring fall squarely within the traditions of free speech and academic freedom. Academic freedom is essential to our public universities, and our unions are committed to protecting that freedom for everyone in the university community. Curbs on academic freedom carried out to serve a political agenda are deeply harmful, as we learned from the McCarthy era in the last century.

The Committee's inquiries are carried out on the premise that there is a pervasive climate of antisemitism at our universities. As faculty members and graduate workers who teach and work every day on our campuses and who are closely engaged with students from many diverse backgrounds, we reject this characterization. The Committee is not interested in the truth but in inflaming the culture wars and delegitimizing higher education.

Colleges and universities are not immune from antisemitism, but many of the examples of bias identified by the Committee are either criticisms of the Israeli government and/or expressions of solidarity with the Palestinian people. We reject the idea that either of these is antisemitic in and of themselves. And we work hard to combat hate and to create safe environments for our campus communities.

Our students have a right to peaceful protest, and at public universities, they have the protections of the First Amendment. We reject the depiction of the protests on our campuses as "lawless." We defend the agreements reached by officials at Rutgers and Northwestern that granted some demands of the protesters. We wish this commitment to finding a peaceful resolution had existed at other campuses that instead resorted to violent repression, as at UCLA.

We urge the Committee and the public to listen to the people who work and study on our campuses, whose experiences reflect the actual threats to public universities coming from decades of declining funding and a long-term conservative offensive against higher education. We embrace a shared objective of robust discussion on our campuses to help all students arrive

at a deeper and fuller understanding of our society and our world. That is the goal of higher education, and it is why we will be present in Washington on May 23.

Signed by:

**John Branstetter**, Vice President, Unit 18, University Council-AFT Local 1474; Lecturer, University of California, Los Angeles

**Jorge Coronado**, President, Northwestern University AAUP; Professor, Northwestern University

**Rafael Jaime**, President, UAW Local 4811; PhD Candidate, University of California, Los Angeles

**Mia McIver**, Lecturer, University of California, Los Angeles

**Katie Rodger**, President, University Council-AFT Local 1474; Lecturer, University of California, Davis

**Bryan Sacks**, President, Rutgers Adjunct Faculty Union; Lecturer, Rutgers University

**Randi Weingarten**, President, AFT

**Todd Wolfson**, President, Rutgers AAUP-AFT; Associate Professor, Rutgers University



May 17, 2024  
Via Email

James Comer, Chairman  
Committee on Oversight and Accountability  
[reagan.dye@mail.house.gov](mailto:reagan.dye@mail.house.gov)

Virginia Foxx, Chairwoman  
Committee on Education and the Workforce  
[isaiah.knox@mail.house.gov](mailto:isaiah.knox@mail.house.gov)

CC:  
Jamie Raskin, Ranking Member  
Committee on Oversight and Accountability  
[julie.tagen@mail.house.gov](mailto:julie.tagen@mail.house.gov)

Robert Scott, Ranking Member  
Committee on Education and the Workforce  
[David.Dailey@mail.house.gov](mailto:David.Dailey@mail.house.gov)

Dear Chairman Comer and Chairwoman Foxx,

We, the undersigned advocates for free expression and constitutional rights, write in objection to your Committees' letter to Janet Yellen of May 14, 2024, requesting records related to "financing for groups who are organizing, leading, and participating in pro-Hamas, antisemitic, anti-Israel, and anti-American protests with illegal encampments on American college campuses." Your request is an affront to the First Amendment and an abuse of Congressional power.

Your [request](#) seeks Suspicious Activity Reports<sup>1</sup> "generated in connection" with any of the 20 listed non-profit and advocacy organizations – or any of their employees. As you acknowledge, these records are being sought to investigate these organizations' possible ties to protest activity on U.S. college campuses. "Protests," regardless of your views of the underlying politics involved, are expressive and associational events fully protected by the First Amendment. This sweeping request appears targeted entirely at the perceived political viewpoints of the groups listed – viewpoints that you explicitly disfavor and which you imply constitute "malign influence."

You claim these records are necessary for your Committees to make recommendations on federal transparency laws regarding funding in higher education. But as you acknowledge in your letter, your investigatory power only reaches as far as Congress' ability to legislate.<sup>2</sup> The First Amendment would rightly prevent Congress from regulating higher education institutions or other groups based on their viewpoints. And "Congress may not constitutionally require an individual to disclose his political relationships or other private affairs except in relation to such a [legitimate legislative] purpose."<sup>3</sup>

Our concerns about this overbroad investigation into protest activity are amplified by the specific records sought: Suspicious Activity Reports (SARs). SARs are not evidence of criminal activity and must be filed by financial institutions in order to receive legal immunity from prosecution – a strong incentive to file SARs even in the absence of illegal activity. In short, SARs constitute mandated surveillance by non-law enforcement entities. It is therefore particularly troubling that Chairman Comer has previously, and wrongly, conflated SARs with evidence of crime.<sup>4</sup>

Perhaps the most disturbing aspect of your letter is the statement that the Committees are seeking records about "anti-American" protest activity. In both approach and language, your letter invokes one of the more shameful periods in Congressional history: the political witch hunts led by the House Un-American Activities Committee during the Red Scare. HUAC abused its power to create blacklists of Americans suspected of anti-American political beliefs. These acts tarnished our history and trampled civil liberties.

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<sup>1</sup> Suspicious activity reports are filings that financial institutions are required to make under the Bank Secrecy Act (as amended by the PATRIOT Act), detailing financial transactions that may be suspicious. See generally Office of the Comptroller of the Currency, Suspicious Activity Reports, available at <https://www.occ.treas.gov/topics/supervision-and-examination/bank-operations/financial-crime/suspicious-activity-reports/index-suspicious-activity-reports.html>. According to one study by the Bank Policy Institute, major banks file hundreds of thousands of SARs per year, and the overwhelming percentage (96%) of SARs led to no action by law enforcement. Thus, the SARs themselves are in no way evidence of illegal activity. See Bank Policy Institute, The Truth About Suspicious Activity Reports, Sept. 22, 2020, available at <https://bpi.com/the-truth-about-suspicious-activity-reports/>.

<sup>2</sup> *Barenblatt v. United States*, 360 U.S. 109, 111 (1959) (holding that "the scope of power of inquiry ... is as penetrating and far-reaching as the potential power to enact and appropriate under the Constitution."), as cited in footnote 1 of this Committee's Letter dated May 14, 2024.

<sup>3</sup> *Barenblatt*, 360 U.S. at 127.

<sup>4</sup> Glenn Kessler, The Misleading Claim that Bank Reports Show Hunter Biden 'Committed Serious Crimes,' Washington Post, Oct. 19, 2022, available at <https://www.washingtonpost.com/politics/2022/10/19/misleading-claim-that-bank-reports-show-hunter-biden-committed-serious-crimes/>.

That this committee would straightforwardly invoke the HUAC-era abuse of Congressional power with seeming pride is ahistorical and deeply shameful.

We object to the breadth and focus of your sweeping records request, which explicitly serves the purpose of investigating protected expressive activity. If anything is “anti-American,” it is the lack of care for the First Amendment implicit in this records request. We urge you to rescind it.

Sincerely,

National Coalition Against Censorship  
Knight First Amendment Institute at Columbia University.  
Foundation for Individual Rights and Expression  
Electronic Frontier Foundation  
Truah  
Center for Protest Law & Litigation @ Partnership for Civil Justice Fund  
Government Information Watch  
PEN America  
Defending Rights & Dissent  
RootsAction.org  
Community Justice Project, Inc.  
NDN Collective

## 5 ½ Things You Might Not Know About Martin Luther King, Jr.

January 15, 2024



Celebrate the legacy of Dr. Martin Luther King Jr. this week by [learning more about him](#). In 1983 President Ronald Reagan signed a bill that created a federal holiday to honor Martin Luther King, but it wasn't until 2000 that all 50 states officially observed the holiday. George Washington is the only other American to have had his birthday observed as a national holiday.

**1) King was imprisoned nearly 30 times.**

According to the King Center, the civil rights leader went to jail 29 times. He was arrested for acts of civil disobedience and on trumped-up charges, such as when he was jailed in Montgomery, Alabama, in 1956 for driving 30 miles per hour in a 25-mile-per-hour zone.

**2) He loved Star Trek.**



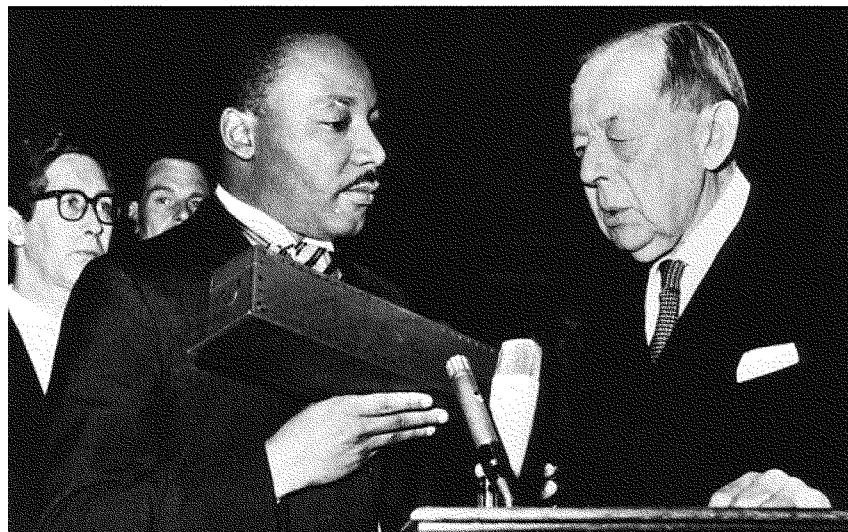
According to actress Nichelle Nichols, who played Lieutenant Uhura, King told her he was her greatest fan and that she was playing a vital role model for black children and young women across the country.

**3) He entered college at age 15.**



King Jr. skipped 9<sup>th</sup> and 11<sup>th</sup> grades and entered college at 15. He graduated with a bachelor's degree in sociology at age 19.

**4) He was the youngest person to win the Nobel Prize for Peace.**



King received the award in 1964 when he was 35. That record has since been broken by Malala Yousafzai who won the prize in 2014 at age 17.

**5) He got a C in Public Speaking.**



Recognized as one of the great orators of his time, one of King's seminary school professors gave him a C in a public speaking course.

## 5 ½) I Have a Dream



[studentlife@boisestate.edu](mailto:studentlife@boisestate.edu)

**FOLLOW US**



Mr. SCOTT. Thank you. I want to thank our witnesses for participating. Without a doubt, there is more that we can do to combat antisemitism, not only on college campuses, but everywhere. No one should be intimidated, harassed or assaulted just simply for who they are, or who they worship.

It has been noted the students cannot learn if they feel threatened. Today, for the fifth time in 6 months, the majority is holding another hearing just to complain about antisemitism, without providing a meaningful solution to address animus on college campuses, or any of the other forms of hatred.

It was great to have an opportunity to hear from our campus leaders on what they are doing to proactively prevent incidences of violence and harassment. However, in Congress as leaders, students deserve more. We have the responsibility to criticize discrimination whenever we see it, even if it comes from one's own party.

Our students deserve solutions, they deserve thoughtful, deliberate conversations about the Constitutional questions before us, and that would mean the difference between free speech and violating the criminal code, Title 6, or the campus policies. We have the responsibility to condemn discrimination when we see it. We should be doing it every time we have an opportunity.

Thank you, Madam Chair, and I yield back.

Chairwoman FOXX. Thank you, Mr. Scott. We certainly do agree that students cannot learn when they feel threatened, and it is part of our responsibility, I think, to see that the students who do feel threatened are relieved of that fear. One of Congress's Constitutional powers is to conduct investigations. These are an important mechanism for transparency, bringing bad things to light, informing new legislation to address the problems they uncover, and yielding accountability.

Today's testimony certainly brought bad things to light beyond the craven deals and shocking inaction we already knew about. President Schill, we have heard accounts of horrific violence and harassment of Jewish students on your campus. You admitted that you have not suspended a single student since October 7th for antisemitic conduct.

Moreover, I am appalled by the condescension and contempt you have shown for the Committee, and toward your own Jewish students today. You have refused to answer basic questions on topics. This includes your decision to appoint antisemites, including one who supported the October 7 attack through your antisemitism advisory committee, and whether you will terminate faculty and staff who fought with police in the encampment.

You have given misleading answers that contradict the words of the agreement that you signed. President Holloway, over a month ago the Committee sent you a document, a document request, detailing pages of horrifying antisemitic incidents. That was before the antisemitic pro-terror encampment, yet you have only suspended four students since October 7th.

The Center for Security, Race and Rights uses taxpayer dollars to engage in political advocacy, promote terrorism, and delegitimize Israel. Just this week it was revealed that one of the advisory board members in the Center was posting videos of Hamas murdering Israeli soldiers to Instagram, with words of praise.

If you are unwilling to close and defund the cesspool of hate, the State of New Jersey should. Chancellor Block, we saw horrifying footage of encampment members setting up illegal checkpoints denying Jewish students access to central parts of campus, and accounts of assault, harassment, threats and intimidation.

You stood by and let this happen. Today's hearing is the beginning, not the end of the Committee's investigation of your institutions. You will be held accountable for your records. Congress will not stand by while you violate your obligations to uphold Title 6 of the Civil Rights Act, fail to protect Jewish students, cut deals advancing divestment, and promote terrorism and radical, antisemitic ideologies.

There being no further business to come before the Committee, the Committee stands adjourned.

THOMAS H. KEAN, JR.  
7TH DISTRICT, NEW JERSEY

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WASHINGTON, DC 20515  
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COMMITTEE ON TRANSPORTATION AND INFRASTRUCTURE

COMMITTEE ON FOREIGN AFFAIRS

CHAIRMAN, SUBCOMMITTEE ON EUROPE

COMMITTEE ON SCIENCE, SPACE AND TECHNOLOGY

Congress of the United States  
House of Representatives  
Washington, DC 20515

**Representative Thomas H. Kean, Jr**  
**Written Statement for the Record**

Committee on Education and the Workforce  
Chairwoman Virginia Foxx

Full Committee Hearing Entitled: "Calling for Accountability: Stopping Antisemitic College Chaos"

May 23, 2024

Madam Chair, I appreciate and thank you for holding this critical hearing on the drastic increase in antisemitism on college campuses across our Nation. Additionally, this hearing highlights the vital role our higher education leaders and administrators must play to keep students of all religions, especially Jewish students, safe and encourage an environment of learning and growth.

I want to stress to one witness, Dr. Jonathan Holloway, President of Rutgers University, the State University of New Jersey, that situations, such as the pro-Palestine protesters encampment that occurred on campus a few weeks ago and the subsequent capitulation to the demands of radical, pro-terrorist advocates is unacceptable. Not only did these protests harm the entire student body by postponing final examinations for about a thousand students, but it emotionally, and potentially physically, harmed Jewish students, simply trying to learn and finish their academic year.

It is unfortunate that the recent episode, inspired by the events on Columbia's campus in New York City, was not the only example of antisemitism on Rutgers's campuses. Since October 7<sup>th</sup>, 2023, and the beginning of the pro-Palestinian and ceasefire protests, my office has been routinely flooded by the calls of concerned parents and alumni of Rutgers regarding events on campus. Jewish students have been singled out in the classroom and on campus for their religion and identity, as protestors associated being Jewish for support of the State of Israel and its right to defend itself.

The Rutgers chapter of Students for Justice in Palestine declared that Hamas' actions as "justified resistance," and some professors reiterated these claims, and questioned the validity of the brutality of Hamas' attack. We have since seen a variety of instances, such as a death threat over social media toward a Jewish student and the removal of a Jewish student from the Rutgers Student Bar Association for speaking out against the organization sharing Hamas propaganda. Additionally, classes were interrupted at the Rutgers Business School in Piscataway, New Jersey, and the building was vandalized by pro-Hamas protestors as students and faculty feared for their safety. Moreover, the rhetoric and statements made by the Center for Security, Race, and Rights and the faculty associated with it have only inflamed tensions on campus and within New Jersey.

According to the Anti-Defamation League (ADL), since Hamas' brutal attack on Israel on October 7<sup>th</sup>, 2023, the United States saw a 140% increase from 2022 in antisemitic cases. Across the United States, the rate of antisemitic incidents is reaching levels not experienced in years, and it's unfortunate that college campuses are ground zero. To be clear, there is absolutely no place in this world for antisemitism, and there is no place in New Jersey and on Rutgers University for such bigotry. It is crucial that all of us -- federal, state, local, community, and university officials, leaders, students, and individuals alike, work together to combat the scourge of antisemitism and call it out for what it is.

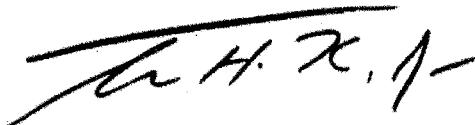
Moreover, the pro-Palestine protestors made ten demands to the Rutgers University administration to end the encampment. These demands ranged from requested scholarships, establishing a partnership with Birzeit University in the West Bank, releasing an official statement acknowledging a genocide against Palestinians, and calling for a full permanent ceasefire. From recent reports, of the ten demands made by the protestors, eight were agreed to by the administration. One of the demands met was to display the Palestinian flag on campus. Another capitulated demand was to provide full amnesty for all students, student groups, faculty, and staff who participated in the protests. The administration should not have surrendered to a single demand made by these harmful protestors. That is why, on May 3<sup>rd</sup>, 2024, I called for President Holloway's resignation. Rutgers University should never have negotiated. We should not submit to hatred like this in America, and we must stand up to it. The Rutgers Administration has proven it is no longer willing to protect a safe campus environment for all students.

Now, this campus sentiment did not begin at Rutgers but has been tolerated and nurtured on campuses across our nation for decades by administrators, which came to headway on October 7<sup>th</sup>, 2023. Since then, radicalized students and individuals have harassed, assaulted, and intimidated fellow students, namely Jewish students. These protestors unlawfully entered university buildings, erected unlawful and unsafe encampments, canceled sentimental ceremonies, and disrupted learning. Each of the Presidents and Chancellors who participated in this hearing should be ashamed of their actions and decisions that allowed these antisemitic actions to take hold on their campuses.

Our colleges and universities should not be striking deals with these protestors and American taxpayer dollars should not be going to fund universities without a backbone and aligning with these bigoted principles.

Thank you, Madam Chair, for allowing me to submit this written statement.

Sincerely,



Thomas H. Kean, Jr.  
Member of Congress



The Honorable Virginia Foxx  
 Committee on Education & the Workforce  
 United States House of Representatives  
 2176 Rayburn House Office Building  
 Washington, DC 20515

May 22, 2024

Dear Madam Chair,

We, the undersigned U.S. civil society organizations, condemn the House Committee on Education and the Workforce for the McCarthyite witch hunt it is carrying out against the Rutgers Law School Center for Security, Race, and Rights (the Center) and its Executive Director, Professor Sahar Aziz. We write to express our grave concern regarding your March 27, 2024 letter<sup>1</sup> announcing a congressional investigation targeting the Center and Professor Aziz.

Many of the undersigned groups have worked with Professor Sahar Aziz for years. Professor Aziz is an insightful scholar, a champion of civil rights, and a leader in efforts to protect vulnerable communities from racism and repression. We stand with Professor Aziz.

The Center for Security, Race, and Rights fills a glaring gap in academia as the only academic center at a U.S. law school focused on law and policy that adversely impacts the civil and human rights of America's diverse Muslim, Arab, and South Asian communities. Much of the Center's focus has been on post-September 11, 2001 national security policy and its well-documented deleterious effect on human and civil rights.

In recent months, the Center has focused on the devastating humanitarian crisis that Israel's war on Gaza has caused for 2.4 million Palestinians – a war that has sparked widespread allegations of violations of international law. Not only are these issues legitimate areas of study and debate, they are vital for a country that typically provides over \$4 billion of annual aid to Israel, and an additional \$14 billion since October 2023.

We deplore all forms of bigotry and racism, including antisemitism. And we agree with the over 500 law professors who wrote to you on April 17 that "the Committee's attacks against the Center and Professor Aziz do not represent an earnest effort to reckon with antisemitism at Rutgers, or

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<sup>1</sup> Virginia Foxx to Dr. Jonathan Holloway et al, Washington, DC, March 27, 2024  
[https://edworkforce.house.gov/uploadedfiles/rutgers\\_letter\\_final.pdf](https://edworkforce.house.gov/uploadedfiles/rutgers_letter_final.pdf) (accessed May 7, 2024)

elsewhere: they are part of a cynical campaign to censor dissenting speech and delegitimize open and inclusive academic inquiry and engagement.”<sup>2</sup>

We remind the Chair and the Committee that all members of Congress swear an oath to uphold the Constitution, which includes the First Amendment. The First Amendment protects the right to engage in political speech. Although Congressional committees have broad and important oversight powers, these powers are not unlimited. In response to the abuse of committees seeking not to legislate, but serve as inquisitors of First Amendment-protected speech, the Supreme Court has repeatedly set limits on legislative committees’ authority to probe First Amendment-protected speech.<sup>3</sup>

We are particularly alarmed at your demand for donor records, and remind you that the government has limited powers to compel disclosure of political associations. The Supreme Court has ruled that the First Amendment’s right to free association prohibits the government from requesting membership rolls.<sup>4</sup> Even in spheres where the government has greater recognized interest, such as donations to campaigns, the Supreme Court has still imposed limitations on the government when there is “reasonable probability” that the compelled disclosures will subject those identified to ‘threats, harassment, or reprisals.’<sup>5</sup>

Your politically motivated investigation into the Center and Professor Aziz is nothing more than harassment, intimidation, and an attempt to silence speech with which you disagree.

We call upon the Committee to honor the Constitution and their office by putting an immediate end to this unfounded and unconstitutional investigation. Further, we urge all members of Congress—particularly New Jersey’s delegation—to denounce the Committee’s abuse of power.

Sincerely,  
 Afghans For A Better Tomorrow  
 American-Arab Anti-Discrimination Committee (ADC)  
 Center for Constitutional Rights  
 Coalition for Civil Freedoms  
 Council on American-Islamic Relations (CAIR)  
 Defending Rights & Dissent  
 Fight for the Future

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<sup>2</sup> Law Professors, “Letter from Concerned U.S. Law Professors Re: House Committee Investigation,” April 17, 2024, <https://docs.google.com/document/d/1YkrkYwkae/uR3XasQkZhlRmj8TyOC5lRc4EkXVi8/edit> (accessed May 7, 2024).

Also at: Jonnette Oakes, “505 law professors sign letter condemning US House committee investigation into Rutgers University”, *JuristNews*, April 19, 2024, <https://www.jurist.org/news/2024/04/505-law-professors-sign-letter-condemning-us-house-committee-investigation-into-rutgers-university/> (accessed May 5, 2024)

<sup>3</sup> *Watkins v. United States*, 354 U.S. 178 (1957) and *Barenblatt v. United States*, 360 U.S. 109 (1959)

<sup>4</sup> *NAACP v. Alabama ex rel. Patterson*, 357 U.S. 449 (1958)

<sup>5</sup> *Brown v. Socialist Workers Comm.*, 459 U.S. 87 (1982)

Fred T. Korematsu Center for Law and Equality, Seattle University School of Law  
Human Dignity Project (THDP)  
Muslim Advocates  
Muslim Anti-Racism Collaborative  
Muslim Counterpublics Lab  
Muslim Peace Fellowship  
Muslims for Just Futures  
National Partnership for New Americans  
NYU Center on Race, Inequality, and the Law  
South Asian Legal Defense Fund  
Veterans For Peace

State/Regional:

Center for Law, Equity and Race @Northeastern University School of Law  
Civic Ark  
Freedom for all  
Friends of Human Rights  
JVP-Westchester  
Mekong NYC  
Palestinian American Community Center  
Pax Christi New Jersey  
Project Hajra  
Project South  
Sakhi for South Asian Survivors

Cc: Members of the U.S. House of Representatives

MAJORITY MEMBERS:  
 VIRGINIA FOXX, NORTH CAROLINA,  
*Chairwoman*  
 JOE WILSON, SOUTH CAROLINA  
 GLENN THOMPSON, PENNSYLVANIA  
 TIM BISHOP, NEW YORK  
 GLENN GROTHMAN, WISCONSIN  
 ELSEUM STEPHANIC, NEW YORK  
 ROB BROWN, SOUTH CAROLINA  
 JIM BANKS, INDIANA  
 JAMES COMER, KENTUCKY  
 LLOYD DOUGHERTY, PENNSYLVANIA  
 BURGESS OWENS, UTAH  
 BOB GOOD, VIRGINIA  
 LISA DAVIS, MICHIGAN  
 MARY E. MILLER, ILLINOIS  
 MICHELLE STEEL, CALIFORNIA  
 RON DEJERINE, MASS.  
 JULIA LETLOW, LOUISIANA  
 KEVAN LEE, COLORADO  
 AARON BEAR, FLORIDA  
 ERIC BURLISON, MISSOURI  
 NATHAN COHEN, MASS.  
 LORI CHAVEZ CEREMER, OREGON  
 BRANDON WILLIAMS, OREGON  
 ERIN SCHAFFNER, PENNSYLVANIA  
 MICHAEL RULLI, OHIO



COMMITTEE ON  
 EDUCATION AND THE WORKFORCE  
 U. S. HOUSE OF REPRESENTATIVES  
 2176 RAYBURN HOUSE OFFICE BUILDING  
 WASHINGTON, DC 20515-6100

MINORITY MEMBERS:  
 ROBERT C. "BOBBY" SCOTT, VIRGINIA,  
*Ranking Member*  
 RAÚL M. GRIJALVA, ARIZONA  
 JOE COURTNEY, CONNECTICUT  
 OREGON'S 2ND DISTRICT, JEFF BLAN,  
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 JAHANA WEAVER, CONNECTICUT  
 IAN J. OHM, MINNESOTA  
 HALEY M. STEVENS, MICHIGAN  
 TERESA L. FERNANDEZ,  
 NEW MEXICO  
 KATHY E. MANNING, NORTH CAROLINA  
 FRANK J. MIRVAN, INDIANA  
 JAMAAL BOWMAN, NEW YORK

July 3, 2024

Dr. Gene Block  
 Chancellor, UCLA  
 UCLA Chancellor's Office, Box 951405, 2147 Murphy Hall  
 Los Angeles, CA 90095-1405

Dear Chancellor Block,

Thank you again for testifying at the May 23 Committee on Education and the Workforce hearing titled "Calling for Accountability: Stopping Antisemitic College Chaos." Enclosed are additional questions submitted by Committee members following the hearing. Please provide a written response no later than July 24, 2024, for inclusion in the hearing record. Responses should be sent to Isaiah Knox (isaiah.knox@mail.house.gov) of the Committee staff; he can also be contacted at (202) 226-9425. We appreciate your contribution to the work of the Committee.

Sincerely,

*Virginia Foxx*

**VIRGINIA FOXX**  
*Chairwoman*

**Representative Michelle Steel (R-CA)**

1. There are reports that "Hamas-leaning faculty members offered extra credit and better grades for those who took part in "chaos and disruption caused by the campus terrorists." The UCLA Faculty Code of Conduct says that faculty should avoid any exploitation, harassment, or discriminatory treatment of students. Can you assure this committee that formal discipline will be taken against these faculty? Title VI of the *Civil Rights Act of 1964* prohibits discrimination on the basis of race, color, or national origin.
2. I watched a video of your campus where a person physically attacked a Jewish person with a taser on campus. According to UCLA policy, lethal weapons, less lethal weapons & stun guns are all prohibited on campus. The video clearly shows the person physically slap the Jewish student, remove the Jewish student's head covering, and pull out a taser and follow him. Was this person barred from campus for breaking UCLA policy?
3. According to reports, students had to show ID and answer questions related to their religion (which is a violation of their civil rights) to gain entry in campus classrooms and library buildings. Do you agree this is against the students' civil rights? Has discipline been taken against students who blocked access to these buildings based on religion? If those who were blocking the building were not students, have they been barred from campus?
4. Over the last two months, there have been many circumstances where students were kicked in the head, slapped, and otherwise assaulted because of their religion. One Jewish student was kicked in the face and taken to the hospital. Who is being held accountable and responsible for letting this happen? Does the buck stop at you Chancellor?
5. On March 27th, an activist gave a mandatory lecture to first-year UCLA medical students. It's part of the mandatory Structural Racism and Health Equity class. During this lecture for medical students, the lecturer led the students in a "free, free Palestine" chant. Why are medical students required to stand up and chant "free, free Palestine" in a mandatory lecture? Some faculty have called for the course to be suspended and investigated. Have you opened an investigation or committed to an investigation today?
6. During the Structural Racism and Health Equity lecture, when one medical student refused to kneel on the floor and chant "free, free Palestine", a faculty member asked the student's name. What do you think went through that student's thoughts? Should medical students have to attend a lecture where they are required to chat "free, free Palestine?"

7. UCLA's Jewish Faculty Resilience Group called for the School of Medicine to be independently investigated over antisemitism. Have you stepped in and opened an independent investigation?
8. Chancellor, the UCLA's Jewish Faculty Resilience Group has raised some recent concerns. I hope you are taking their comments seriously. Have you stepped in and told the medical school to stop inviting speakers who require students to chant "free, free Palestine" and make students pray to "mama Earth?"
9. There are reports of a group meeting on your campus that may not be an official student organization but are still publicly meeting at UCLA. There are reports that they are called the "Vietnamese Student Union (VSU) at UCLA." The VSU at UCLA describes itself as "the voice of all Vietnamese Students at UCLA." They "condemn the atrocities and the genocide of Palestinians, funded by US and Western Imperialists." There have been reports that members of this group have called for and joined recent violent antisemitic protests against "Israel's genocide" at UCLA. In addition to advocating in favor of the violent encampments and using antisemitic language against Israel, VSUBruins - as they style themselves - have also shared graphics on their Instagram page connecting the violent North Vietnamese conquest of free Vietnam as a shared history of struggle to advertise a joint event with Students for Justice in Palestine. The graphic shows an armed Hamas fighter and an armed North Vietnamese Communist guerilla. The graphic credit is given to Cau Kieu Collective, a "leftist Vietnamese media collective" that promotes communist Vietnamese propaganda, refers to the fall of Saigon as the "liberation of South Vietnam," and is avidly anti-American. Are you aware of any organization or group that meets at your campus regularly and claims association with your university that promotes hate and falsehoods? How can you ensure the public that you will ensure these types of groups will not use UCLA to spread hate and propaganda that target Jewish students?

**Representative Susan Wild (D-PA)**

1. As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?

**May 23, 2024 Hearing before House Committee on Education and the Workforce  
Questions for the Record to Chancellor Gene Block, University of California, Los Angeles  
July 24, 2024**

**Representative Michelle Steel (R-CA)**

- 1. There are reports that “Hamas-leaning faculty members offered extra credit and better grades for those who took part in “chaos and disruption caused by the campus terrorists.” The UCLA Faculty Code of Conduct says that faculty should avoid any exploitation, harassment, or discriminatory treatment of students. Can you assure this committee that formal discipline will be taken against these faculty? Title VI of the *Civil Rights Act of 1964* prohibits discrimination on the basis of race, color, or national origin.**

I am not aware of any instance in which faculty members offered extra credit or better grades to students who participated in campus terrorist activities, but UCLA reviews reports that it receives of potential policy violations by faculty members pursuant to its faculty disciplinary process. If I were to receive credible information about faculty engaged in such conduct, I would refer the allegations to the appropriate administrative body for investigation. UCLA will not tolerate discrimination, harassment or intimidation of our students.

- 2. I watched a video of your campus where a person physically attacked a Jewish person with a taser on campus. According to UCLA policy, lethal weapons, less lethal weapons & stun guns are all prohibited on campus. The video clearly shows the person physically slap the Jewish student, remove the Jewish student’s head covering, and pull out a taser and follow him. Was this person barred from campus for breaking UCLA policy?**

Engaging in acts of violence against anyone – and particularly toward a group of people based on their religion or race – is not only appalling and contrary to UCLA’s values, but also our policies. Law enforcement is still investigating events related to the Royce Quad protest encampment and associated protest activity. We expect those who inflicted violence on our community will be held accountable to the fullest extent of the law. Any member of the university community who is arrested for unlawful behavior or cited for a serious violation of university policy must go through the applicable review process, which may include suspension and expulsion from the university.

- 3. According to reports, students had to show ID and answer questions related to their religion (which is a violation of their civil rights) to gain entry in campus classrooms and library buildings. Do you agree this is against the students’ civil rights? Has discipline been taken against students who blocked access to these buildings based on religion? If those who were blocking the building were not students, have they been barred from campus?**

It is unacceptable for anyone to block students from freely accessing a part of our campus. No individual should be singled out, threatened, or excluded based on their beliefs or their identity.

When I learned of this conduct, I issued a public statement condemning these offensive actions and instructed my team to take steps to ensure that all students retained access to the buildings surrounding Royce Quad until the encampment could be removed. UCLA has an obligation to protect free speech on our campus, but the right to free speech does not permit students to block other students from accessing their own campus, and our policies do not permit discrimination, intimidation, and harassment. UCLA is conducting a broad-based review of reports of antisemitic and anti-Arab or Islamophobic discrimination and harassment that may have interfered with students' abilities to access the university's educational programs and activities during the 2023-2024 academic year. This review will encompass allegations of discrimination and harassment related to the Royce Quad protest encampment.

- 4. Over the last two months, there have been many circumstances where students were kicked in the head, slapped, and otherwise assaulted because of their religion. One Jewish student was kicked in the face and taken to the hospital. Who is being held accountable and responsible for letting this happen? Does the buck stop at you Chancellor?**

As I previously stated, acts of violence against an individual because of their religion are abhorrent and will not be tolerated at UCLA. Law enforcement is still investigating events related to the Royce Quad protest encampment and associated protest activity. As I testified to the Committee, I expect those who engaged in violence or violated UCLA policies to be held accountable.

- 5. On March 27th, an activist gave a mandatory lecture to first-year UCLA medical students. It's part of the mandatory Structural Racism and Health Equity class. During this lecture for medical students, the lecturer led the students in a "free, free Palestine" chant. Why are medical students required to stand up and chant "free, free Palestine" in a mandatory lecture? Some faculty have called for the course to be suspended and investigated. Have you opened an investigation or committed to an investigation today?**

UCLA's Ethics and Compliance Office has been investigating the incident referenced in this question. Additionally, the Dean's Office of the David Geffen School of Medicine has formed a task force to review and make recommendations on improving the first and second year curriculum as a whole, including this particular course. The Dean's Office has also formed a separate committee that is focused on strengthening the school's culture and climate. That committee has sponsored presentations on Dialogue Across Differences, Antisemitism, and Free Speech.

On a personal level, as a life-long educator, I was disturbed to learn that students in one of our classes may have been put in a position where they felt compelled to repeat a particular political mantra. We do not tell our instructors what they can say, or who they can invite to speak to their classes, but we also expect that they will not put students in a position of feeling like they must conform to an instructor's ideology or political beliefs.

6. During the Structural Racism and Health Equity lecture, when one medical student refused to kneel on the floor and chant "free, free Palestine", a faculty member asked the student's name. What do you think went through that student's thoughts? Should medical students have to attend a lecture where they are required to chat "free, free Palestine?"

If a student experienced what you describe in the question, it is utterly unacceptable. Again, as an educator, I am disappointed if any student is put in a position where they feel compelled to repeat a political mantra or to conform to anyone else's ideological or political beliefs. As stated above, the Ethics and Compliance Office has been investigating the incident and the Dean's Office of the David Geffen School of Medicine has formed a task force to review the entire first-year curriculum, including this particular course.

7. UCLA's Jewish Faculty Resilience Group called for the School of Medicine to be independently investigated over antisemitism. Have you stepped in and opened an independent investigation?

As noted previously, the Ethics and Compliance Office has been investigating allegations about an incident that occurred during a Structural Racism and Health Equity lecture. Additionally, the Dean's Office of the David Geffen School of Medicine has formed a task force to review the entire first-year curriculum, including that particular course. I have confidence in these ongoing reviews and, thus, I have not opened a separate inquiry.

8. Chancellor, the UCLA's Jewish Faculty Resilience Group has raised some recent concerns. I hope you are taking their comments seriously. Have you stepped in and told the medical school to stop inviting speakers who require students to chant "free, free Palestine" and make students pray to "mama Earth?"

I do indeed take their concerns seriously, and plan to await the completion of the pending review of the allegations before deciding what discussions, if any, should occur with the medical school. Please see my responses to Questions Nos. 5, 6 and 7.

9. There are reports of a group meeting on your campus that may not be an official student organization but are still publicly meeting at UCLA. There are reports that they are called the "Vietnamese Student Union (VSU) at UCLA." The VSU at UCLA describes itself as "the voice of all Vietnamese Students at UCLA." They "condemn the atrocities and the genocide of Palestinians, funded by US and Western Imperialists." There have been reports that members of this group have called for and joined recent violent antisemitic protests against "Israel's genocide" at UCLA. In addition to advocating in favor of the violent encampments and using antisemitic language against Israel, VSUBruins - as they style themselves - have also shared graphics on their Instagram page connecting the violent North Vietnamese conquest of free Vietnam as a shared history of struggle to advertise a joint event with Students for Justice in Palestine. The graphic shows an armed Hamas fighter and an armed North Vietnamese Communist guerilla. The graphic credit is given to Cau Kieu Collective, a "leftist Vietnamese media collective" that

**promotes communist Vietnamese propaganda, refers to the fall of Saigon as the “liberation of South Vietnam,” and is avidly anti-American. Are you aware of any organization or group that meets at your campus regularly and claims association with your university that promotes hate and falsehoods? How can you ensure the public that you will ensure these types of groups will not use UCLA to spread hate and propaganda that target Jewish students?**

While I am aware of an organization known as the Vietnamese Student Union at UCLA, I am unaware of these specific allegations. As you know, the First Amendment does not permit UCLA to discipline student groups based solely on the content of its members' speech, even speech we find repugnant, but I can assure you and the public that UCLA will not tolerate discrimination, intimidation, and harassment. This balance is central to UCLA's educational mission. It is not always easy to strike a perfect balance, but it must always be our goal.

**Representative Susan Wild (D-PA)**

- 1. As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?**

We share your concern about the need to take additional preparatory measures before our students return to campus in the fall. Accordingly, after the Royce Quad protest encampment was removed, I created a new Office of Campus Safety with an inaugural Associate Vice Chancellor (AVC) that reports directly to me. I directed the AVC to work directly with me to provide a high-level review of the protest response, to advise on leadership and organizational changes, and to stand up the new Office of Campus Safety unit—all with the goal of ensuring that the Royce Quad protest encampment and related incidents could never happen again. I also moved oversight of the UCLA Police Department (“UCLA PD”) and Office of Emergency Management from the Administrative Unit to the Office of Campus Safety.

Since the Office of Campus Safety was created, we have successfully intervened to prevent at least three efforts to occupy parts of our campus, including by promptly asking for law enforcement assistance to respond to unauthorized protests that violate UCLA policies. There are currently no protest encampments on UCLA's campus.

We are actively planning for UCLA's fall 2024 semester and the 2024-2025 academic year. We have been using these summer months to run through various scenarios with senior leadership and experts to proactively put strategies in place to respond to potential civil unrest.

Additionally, our Dean of Students is incorporating training on UCLA's nondiscrimination and anti-harassment policies, including antisemitism, in her annual meetings with important stakeholders on our campus, including incoming first year students, student group leaders, and athletic teams.

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 JAMAAL Bowman, NEW YORK

July 3, 2024

Dr. Jonathan Holloway, President  
 Rutgers, The State University of New Jersey  
 7 College Avenue, 2nd Floor  
 New Brunswick, New Jersey 08901

Dear President Holloway,

Thank you again for testifying at the May 23 Committee on Education and the Workforce hearing titled "Calling for Accountability: Stopping Antisemitic College Chaos." Enclosed are additional questions submitted by Committee members following the hearing. Please provide a written response no later than July 24, 2024, for inclusion in the hearing record. Responses should be sent to Isaiah Knox (isaiah.knox@mail.house.gov) of the Committee staff; he can also be contacted at (202) 226-9425. We appreciate your contribution to the work of the Committee.

Sincerely,

*Virginia Foxx*

**VIRGINIA FOXX**  
*Chairwoman*

**Representative Lloyd Smucker (R-PA)**

1. President Holloway, during our hearing I highlighted Birzeit University's troubling relationship with terrorism. Birzeit has buildings named after convicted terrorists, it has glorified terrorism in official social media posts, Hamas won a majority of the school's student government elections, eight of its students were arrested for planning terror attacks just weeks before October 7, and as of 2014, Birzeit had an official policy of barring Jews from its campus.

In response, you claimed to be unfamiliar with these facts. After reviewing this information, will you commit to ending Rutgers University's relationship with Birzeit University?

2. President Holloway, you committed to providing a full, public accounting of antisemitic incidents on the campus of Rutgers University. Will you provide the Education and the Workforce Committee with a copy of this report?

**Representative Susan Wild (D-PA)**

1. As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?

July 23, 2024

Chairwoman Virginia Foxx  
Ranking Member Bobby Scott  
US House Committee on Education and the Workforce  
2176 Rayburn House Office Building  
Washington DC, 20515

Dear Chairwoman Foxx, Ranking Member Scott, and Members of the Committee:

Thank you for the questions for the record from the House Education and the Workforce Hearing entitled “Calling for Accountability: Stopping Antisemitic College Chaos” on May 23, 2024. Please see attached response of Rutgers, The State University of New Jersey to the questions posed.

Sincerely,

Rutgers, The State University of New Jersey

**Representative Lloyd Smucker (R-PA)**

1. *President Holloway, during our hearing I highlighted Birzeit University's troubling relationship with terrorism. Birzeit has buildings named after convicted terrorists, it has glorified terrorism in official social media posts, Hamas won a majority of the school's student government elections, eight of its students were arrested for planning terror attacks just weeks before October 7, and as of 2014, Birzeit had an official policy of barring Jews from its campus.*

*In response, you claimed to be unfamiliar with these facts. After reviewing this information, will you commit to ending Rutgers University's relationship with Birzeit University?*

Rutgers, The State University of New Jersey does not maintain a formal university-level relationship with Birzeit University. In 2020, a small group of faculty received a State Department-sponsored grant through the Institute of International Education to offer training in small business development and urban entrepreneurship to several faculty members from Birzeit University. This training was offered in 2022, and since that training there has only been intermittent contact among the same group involved in entrepreneurship training aimed at helping overcome poverty in urban centers and in developing nations.

2. *President Holloway, you committed to providing a full, public accounting of antisemitic incidents on the campus of Rutgers University. Will you provide the Education and the Workforce Committee with a copy of this report?*

Yes. Rutgers, The State University of New Jersey is committed to transparent and public accounting of bias incidents. Our Offices of Student Affairs across the university are developing a process for the upcoming academic year to ensure that this information is available to the committee and to our broader community.

**Representative Susan Wild (D-PA)**

1. *As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?*

Rutgers, The State University of New Jersey is engaged in extensive planning for the fall semester in anticipation of continued political tensions. I recently reported to our Board of Governors on these efforts. My remarks can be found here:

<https://www.rutgers.edu/president/remarks-to-board-of-governors-regarding-summer-planning>

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 JAMAAL BOWMAN, NEW YORK

July 3, 2024

Mr. Michael Schill  
 President, Northwestern University  
 2-130 Rebecca Crown Center, 633 Clark Street  
 Evanston, Illinois 60208

Dear President Schill,

Thank you again for testifying at the May 23 Committee on Education and the Workforce hearing titled "Calling for Accountability: Stopping Antisemitic College Chaos." Enclosed are additional questions submitted by Committee members following the hearing. Please provide a written response no later than July 24, 2024, for inclusion in the hearing record. Responses should be sent to Isaiah Knox (isaiah.knox@mail.house.gov) of the Committee staff; he can also be contacted at (202) 226-9425. We appreciate your contribution to the work of the Committee.

Sincerely,

*Virginia Foxx*

VIRGINIA FOXX  
*Chairwoman*

**Representative Burgess Owens (R-UT)**

1. President Schill, in your testimony, regarding funding received by Northwestern University from the Qatar Foundation “to fund our campus in Qatar,” you stated that “every dollar has gone to the operation of the campus or the management of the campus.”  
  - a) Have any Qatari funds been used for programming in the United States?
  - b) Are Qatari funds used for faculty and student exchange programs between NU-Q and Northwestern’s campus in Evanston?
  - c) Have any of Qatari funds gone to Northwestern University faculty or staff in the United States?
2. Has Northwestern accurately and in a timely manner reported all funding from Qatari sources since the inception of the partnership in accordance with Section 117 of the *Higher Education Act*?  
  - a) Since the beginning of Northwestern University’s partnership with Qatar, how much money has Northwestern University received from Qatari sources, including Qatar-connected entities such as the Qatar Foundation?
  - b) Does Northwestern have a process to vet funds from and contracts with foreign entities?
  - c) The Department of Education requires that institutions conduct “reasonable due diligence” when determining if a gift or contract is from a foreign source. What steps does Northwestern take to fulfill such due diligence?<sup>1</sup>
  - d) Does Northwestern classify the Qatar Foundation as a foreign source for purposes of Section 117 reporting?
  - e) Does Northwestern report NU-Q revenue paid by a foreign source (such as management and administrative fees) under Section 117?  
    - i. Please provide descriptions and use of such fees.
  - f) Section 117 makes no distinction between funds given to a university for use in the United States or abroad. Does Northwestern believe that foreign funds given for international use still must be reported under Section 117?
  - g) Northwestern has a “Qatar Support Office (QSO)” which “serves as the Evanston campus administrative resource for Northwestern University in Qatar’s faculty, staff, and students.” According to Northwestern’s website, “The QSO promotes strong academic, operational, and other connections between Qatar and the Evanston campus and supports NU-Q’s strategic initiatives and programs.”  
    - i. Is the QSO, including its employees and functions, funded by the Qatar Foundation, and if not, how is the QSO funded?
3. Northwestern’s Medill School of Journalism has a formal partnership with the Qatari media outlet Al-Jazeera. In your testimony, you said you were only recently made aware of the relationship between Northwestern Qatar and Al Jazeera a week prior to the

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<sup>1</sup> <https://fsapartners.ed.gov/knowledge-center/topics/section-117-foreign-gift-and-contract-reporting/resources/frequently-asked-questions#FCO>

hearing. You also stated that you were “concerned” regarding the agreement with Al Jazeera.

- a) What elements of the agreement between Northwestern Qatar and Al Jazeera do you find concerning?
- b) Does Northwestern have complete autonomy to begin or terminate relationships between Northwestern Qatar and outside entities?
- c) Does the government of Qatar have control over what entities can partner with Northwestern Qatar?
- d) Are you aware of Northwestern’s other international partnerships? If not, do you intend to review such partnerships? How are such partnerships evaluated?
- e) Please provide copies of all contracts/agreements/MOUs that Northwestern University has with Qatar, Qatar Foundation, and any other Qatar entities. Also, please provide copies of any agreements that Northwestern University has with any branch of Al Jazeera.

4. Northwestern University in Qatar requires all Journalism majors to complete a 10-week professional residency. The website states that “Students have the opportunity to indicate their preferred track and location, but the final decision of JR site is made by the Journalism Residency Director.” According to [the Journalism Residency Policies and Procedures](#), which was available on the NU-Q website as recently as November 29, 2023, there are “many approved sites.”

- a) Will Northwestern provide the Committee with the list of “approved sites?”
- b) The document also mentions that students may propose a new site by submitting a New Site Request Form. What sites have been denied by Northwestern, and under what criteria have they been denied?

5. Governance at NU-Q

- a) Northwestern Qatar recently made the switch from “need-blind” to “need-aware” admissions.
  - i. What was the rationale behind this decision?
  - ii. How is each admission (need-blind and need-aware) defined?
- b) All faculty at NU-Q are required to attend a “faculty orientation program.” Who leads this program and what is the content of the orientation?
- c) On the NU-Q website, under the “Sanctions, Outcomes, and Interventions” section of the Student Code of Conduct Policy, it states “other outcomes of an educational, developmental, restorative, supportive, and sustaining nature that may be imposed in conjunction with disciplinary or housing sanctions include the following: …University or community service: Completion of a project or period of service to NU-Q or Qatar Foundation or with an organization providing services to the community.”
  - i. What organizations has NU-Q approved, besides the Qatar Foundation, for students to “complete a project or period of service.”
- d) How many times has Northwestern’s ombudsperson visited the NU-Q campus since the beginning of 2018?

- e) Does Northwestern have complete autonomy over the following at NU-Q?:
  - i. Policies regarding student conduct and academic expression;
  - ii. Curriculum;
  - iii. Student admission;
  - iv. Campus leadership selection (Deans, etc.);
  - v. Research created at NU-Q or by NU-Q faculty.
- f) Are male and female students separated for any classes at NU-Q?
- g) Have NU-Q students or faculty been arrested or threatened by the Qatari government?
- h) The NU-Q website states, “University-enacted policies are found in several sources, including but not limited to the Northwestern University in Qatar Catalog, the University’s website, the Office of Student Conduct, and notices disseminated from time to time by the University or its schools and departments, and – of course – the myNUQ website.”
  - i. Please provide the Committee with a full list of all “University enacted policies,” including but not limited to those from these sources?

6. Contract Management at NU-Q

- a) Does Northwestern evaluate partnerships like NU-Q on a regular basis? If so, what is the process?
- b) Who approves any proposed modifications to the contract regarding NU-Q?

**Representative Erin Houchin (R-IN)**

1. There is a student at Northwestern University, in your Sociology 220: Health Biomedicine, Culture and Society taught by Northwestern professor Dr. Santiago Molina. According to this student's testimony, Dr. Molina ends every lecture by asking students to sign a petition titled, "The Peoples Resolution Against Israel and for Palestine."
  - a) Is it within the University's code of conduct for a professor to use his or her position of authority to advocate for political causes, such as requesting students to sign petitions at the end of class?
  - b) What are Northwestern's policies or procedures for handling complaints related to academic freedom, political bias, or discrimination within the classroom, and how are these policies enforced?
  - c) Considering the importance of fostering critical thinking and independent thought among students, how does the university ensure that course materials and classroom discussions are presented in a balanced and intellectually rigorous manner, regardless of the instructor's personal beliefs or biases?
2. In this same class Dr. Santiago Molina assigned as mandatory reading the article, "[Israel's war on Gaza is a health justice issue, too.](#)" This article was later proven to be misleading, although that information was never provided to his students.
  - a) How does Northwestern ensure that course materials, such as articles assigned for reading, are vetted for accuracy and objectivity, especially when they pertain to sensitive geopolitical issues?
3. According to this student's testimony, another student in this same class had to miss a lecture due to a bar mitzvah celebration. This student lied about the cause of the absence, fearing retribution from Dr. Molina if he found out this student was Jewish.
  - a) What does it say about the classroom environment when a student feels compelled to fabricate the reason for his or her absence from a lecture due to him or her being Jewish?
  - b) How can the university ensure that instances like this do not perpetuate a culture of fear or discrimination among students?
  - c) How are you holding Northwestern professors accountable so that Jewish students feel safe to express their views without fear of bias or discrimination?

**Representative Susan Wild (D-PA)**

1. As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?

**Debevoise  
& Plimpton**

Debevoise & Plimpton LLP  
801 Pennsylvania Avenue, N.W.  
Washington, D.C. 20004  
+1 202 383 8000

July 24, 2024

BY EMAIL

The Honorable Virginia Foxx  
Chairwoman  
Committee on Education and the Workforce  
U.S. House of Representatives  
2176 Rayburn House Office Building  
Washington, DC 20515

Dear Chairwoman Foxx:

This letter is submitted on behalf of Northwestern University (“Northwestern” or “the University”) in response to your letter dated July 3, 2024 to Northwestern University’s President Michael Schill providing additional questions submitted by members of the Committee on Education and the Workforce (“the Committee”) following the Committee’s May 23 hearing. Please find enclosed the University’s responses.

Sincerely,



David A. O’Neil

**Questions from Representative Burgess Owens (R-UT)**

1. *President Schill, in your testimony, regarding funding received by Northwestern University from the Qatar Foundation “to fund our campus in Qatar,” you stated that “every dollar has gone to the operation of the campus or the management of the campus.”*
  - a. *Have any Qatari funds been used for programming in the United States?*
  - b. *Are Qatari funds used for faculty and student exchange programs between NU-Q and Northwestern’s campus in Evanston?*
  - c. *Have any of Qatari funds gone to Northwestern University faculty or staff in the United States?*
2. *Has Northwestern accurately and in a timely manner reported all funding from Qatari sources since the inception of the partnership in accordance with Section 117 of the Higher Education Act?*
  - a. *Since the beginning of Northwestern University’s partnership with Qatar, how much money has Northwestern University received from Qatari sources, including Qatar-connected entities such as the Qatar Foundation?*
  - b. *Does Northwestern have a process to vet funds from and contracts with foreign entities?*
  - c. *The Department of Education requires that institutions conduct “reasonable due diligence” when determining if a gift or contract is from a foreign source. What steps does Northwestern take to fulfill such due diligence?<sup>1</sup>*
  - d. *Does Northwestern classify the Qatar Foundation as a foreign source for purposes of Section 117 reporting?*
  - e. *Does Northwestern report NU-Q revenue paid by a foreign source (such as management and administrative fees) under Section 117?*
    - i. *Please provide descriptions and use of such fees.*
  - f. *Section 117 makes no distinction between funds given to a university for use in the United States or abroad. Does Northwestern believe that foreign funds given for international use still must be reported under Section 117?*
  - g. *Northwestern has a “Qatar Support Office (QSO)” which “serves as the Evanston campus administrative resource for Northwestern University in Qatar’s faculty, staff, and students.” According to Northwestern’s website, “The QSO promotes strong academic, operational, and other connections between Qatar and the Evanston campus and supports NU-Q’s strategic initiatives and programs.”*
    - i. *Is the QSO, including its employees and functions, funded by the Qatar Foundation, and if not, how is the QSO funded?*
3. *Northwestern’s Medill School of Journalism has a formal partnership with the Qatari media outlet Al-Jazeera. In your testimony, you said you were only recently made aware of the relationship between Northwestern Qatar and Al Jazeera a week prior to the hearing. You also stated that you were “concerned” regarding the agreement with Al Jazeera.*
  - a. *What elements of the agreement between Northwestern Qatar and Al Jazeera do you find concerning?*

<sup>1</sup> <https://fsapartners.ed.gov/knowledge-center/topics/section-117-foreign-gift-and-contract-reporting/resources/frequently-asked-questions#FCO>

- b. Does Northwestern have complete autonomy to begin or terminate relationships between Northwestern Qatar and outside entities?
- c. Does the government of Qatar have control over what entities can partner with Northwestern Qatar?
- d. Are you aware of Northwestern's other international partnerships? If not, do you intend to review such partnerships? How are such partnerships evaluated?
- e. Please provide copies of all contracts/agreements/MOUs that Northwestern University has with Qatar, Qatar Foundation, and any other Qatar entities. Also, please provide copies of any agreements that Northwestern University has with any branch of Al Jazeera.
- 4. Northwestern University in Qatar requires all Journalism majors to complete a 10-week professional residency. The website states that "Students have the opportunity to indicate their preferred track and location, but the final decision of JR site is made by the Journalism Residency Director." According to the Journalism Residency Policies and Procedures, which was available on the NU-Q website as recently as November 29, 2023, there are "many approved sites."
  - a. Will Northwestern provide the Committee with the list of "approved sites?"
  - b. The document also mentions that students may propose a new site by submitting a New Site Request Form. What sites have been denied by Northwestern, and under what criteria have they been denied?
- 5. Governance at NU-Q
  - a. Northwestern Qatar recently made the switch from "need-blind" to "need-aware" admissions.
    - i. What was the rationale behind this decision?
    - ii. How is each admission (need-blind and need-aware) defined?
  - b. All faculty at NU-Q are required to attend a "faculty orientation program." Who leads this program and what is the content of the orientation?
  - c. On the NU-Q website, under the "Sanctions, Outcomes, and Interventions" section of the Student Code of Conduct Policy, it states "other outcomes of an educational, developmental, restorative, supportive, and sustaining nature that may be imposed in conjunction with disciplinary or housing sanctions include the following: ... University or community service; Completion of a project or period of service to NU-Q or Qatar Foundation or with an organization providing services to the community."
    - i. What organizations has NU-Q approved, besides the Qatar Foundation, for students to "complete a project or period of service?"
  - d. How many times has Northwestern's ombudsperson visited the NU-Q campus since the beginning of 2018?
  - e. Does Northwestern have complete autonomy over the following at NU-Q?
    - i. Policies regarding student conduct and academic expression;
    - ii. Curriculum;
    - iii. Student admission;
    - iv. Campus leadership selection (Deans, etc.);
    - v. Research created at NU-Q or by NU-Q faculty.
  - f. Are male and female students separated for any classes at NU-Q?

- g. *Have NU-Q students or faculty been arrested or threatened by the Qatari government?*
- h. *The NU-Q website states, “University-enacted policies are found in several sources, including but not limited to the Northwestern University in Qatar Catalog, the University’s website, the Office of Student Conduct, and notices disseminated from time to time by the University or its schools and departments, and—of course—the myNUQ website.”*
  - i. *Please provide the Committee with a full list of all “University enacted policies,” including, but not limited to, those from these sources?*
- 6. *Contract Management at NU-Q*
  - a. *Does Northwestern evaluate partnerships like NU-Q on a regular basis? If so, what is the process?*
  - b. *Who approves any proposed modifications to the contract regarding NU-Q?*

Understanding that the University’s relationship with Qatar is an area of interest for the Committee, Northwestern appreciates the opportunity to provide more information about Northwestern University in Qatar (“NU-Q”). Following the May 23, 2024 hearing, and in response to requests from the Committee, the University has produced significant materials relating to NU-Q that are responsive to the above questions, including as set out below. The University will continue to produce materials in response to the Committee’s requests.

- **On July 8, 2024, the University provided the Committee with information about donations received by Northwestern from the Government of Qatar and other Qatari sources since 2018, including the University’s Section 117 reporting data.** As the University noted in that correspondence, donations received from Qatari sources primarily serve to support the operation of NU-Q. In 2023, approximately 90% of the funds that Northwestern received from the Qatar Foundation was allocated to direct costs for the operation of NU-Q. Qatari funds are also used for certain U.S. programming expenses and faculty and student exchange programs. Northwestern’s Qatar Support Office in the United States is funded by the Qatar Foundation, which provides a supplemental annual payment of \$1.5 million to support certain administrative expenses of that office.
- **On June 17, 2024, the University produced NU-Q’s now-terminated Memorandum of Understanding (“MOU”) with Al Jazeera, dated March 14, 2013.** On July 11, 2024, Northwestern terminated the MOU, and we provided correspondence related to that termination to the Committee on July 15, 2024 and to you and other Members of Congress on July 18, 2024 in response to your letter dated June 21, 2024.
- **Also on June 17, 2024, the University produced to the Committee the 2007 agreement establishing NU-Q, including course and program information, and documents reflecting the renewal of that agreement in 2016 (the “2016 Agreement”).** As set out in the 2016 Agreement, Northwestern maintains full authority over NU-Q’s policies, curriculum, admissions, leadership selection, and research. The University also makes every effort to collaborate and maintain transparent communications with NU-Q. To that end, a University ombudsperson visits the NU-Q campus annually.

NU-Q does not segregate male or female students.

The University prioritizes the safety of its students, faculty, and staff—whether in the United States or abroad—and is not aware of any incidents in the last decade involving students or faculty being arrested or threatened by the Government of Qatar.

As noted in the 2016 Agreement, Northwestern has complete discretion to initiate or terminate relationships between NU-Q and third parties, pursuant to the terms of the agreements with those third parties. The Government of Qatar does not control NU-Q's decisions regarding the formation of partnerships with third parties. The University and NU-Q have a formal process for reviewing and approving NU-Q's agreements, which was last updated in December 2022 and outlines financial approval delegations. The University maintains a list of NU-Q's partnerships, which is subject to review and reevaluation as needed.

Northwestern evaluates all of its international partnerships through a formal process that ensures oversight and input from academic leaders; experts in global research, learning, compliance, and operations; and legal counsel. The University is in the process of conducting its regularly scheduled review of whether to continue the operation of NU-Q. This review is taking place in the framework of Northwestern's contracting procedures, which include review of contracts with foreign entities and donations received from foreign sources. The specific steps taken as part of this process depend on the nature, scope, and size of the contract or donation at issue and can include review by the University's Offices of the General Counsel, Alumni Relations and Development, Procurement, and Sponsored Research. This process is designed to provide for appropriate due diligence and compliance with applicable regulations, including to ensure that Northwestern is not dealing with any restricted or sanctioned entity.

The NU-Q Journalism Residency Program is designed to provide journalism and communication students with practical, hands-on experience in the media field through meaningful experience at host organizations (sites). Following a series of discussions with interested students and their faculty references, as well as review of the students' portfolios, NU-Q matches students with particular sites based on the students' interests, skills, and career goals. Sites are selected based on a collaborative and interactive process with NU-Q and the students, and the large number of recent sites reflects the diversity of NU-Q students' interests. Recent sites have included: Africa Uncensored Unlimited; beIN Sports; Euro news; Finn Partners; Fortune Magazine; Grayling; Grazia Middle East; Medill News Service; Rest of World; Romeing; Texas Tribune; Transitions; Grey South Africa, Ogilvy London, Weber Shandwick, VICE Arabia; STAT, the Guardian; and CNN Arabia. The University has not formally rejected any sites.

Dean Marwan Kraidy is the Dean of NU-Q and leads the NU-Q faculty orientation program each year. That program provides an introduction to the University and faculty life; sessions on excellence in teaching, research and service; and an overview of available resources.

NU-Q implemented “need-aware” admissions for its students, in part, so that families would have a clearer indication of the true cost of attendance. “Need aware” admissions means that a request for financial aid and the amount of financial aid a student requires may factor into NU-Q's admissions decisions.

**Questions from Representative Erin Houchin (R-IN)**

1. *There is a student at Northwestern University, in your Sociology 220: Health Biomedicine, Culture and Society taught by Northwestern professor Dr. Santiago Molina. According to this student's testimony, Dr. Molina ends every lecture by asking students to sign a petition titled, "The Peoples Resolution Against Israel and for Palestine."*
  - a. *Is it within the University's code of conduct for a professor to use his or her position of authority to advocate for political causes, such as requesting students to sign petitions at the end of class?*
  - b. *What are Northwestern's policies or procedures for handling complaints related to academic freedom, political bias, or discrimination within the classroom, and how are these policies enforced?*
  - c. *Considering the importance of fostering critical thinking and independent thought among students, how does the university ensure that course materials and classroom discussions are presented in a balanced and intellectually rigorous manner, regardless of the instructor's personal beliefs or biases?*
2. *In this same class Dr. Santiago Molina assigned as mandatory reading the article, "Israel's war on Gaza is a health justice issue, too." This article was later proven to be misleading, although that information was never provided to his students.*
  - a. *How does Northwestern ensure that course materials, such as articles assigned for reading, are vetted for accuracy and objectivity, especially when they pertain to sensitive geopolitical issues?*
3. *According to this student's testimony, another student in this same class had to miss a lecture due to a bar mitzvah celebration. This student lied about the cause of the absence, fearing retribution from Dr. Molina if he found out this student was Jewish.*
  - a. *What does it say about the classroom environment when a student feels compelled to fabricate the reason for his or her absence from a lecture due to him or her being Jewish?*
  - b. *How can the university ensure that instances like this do not perpetuate a culture of fear or discrimination among students?*
  - c. *How are you holding Northwestern professors accountable so that Jewish students feel safe to express their views without fear of bias or discrimination?*

As detailed in its May 17, 2024 letter to the Committee, the University has multiple policies that prohibit discriminatory or harassing conduct on campus, including conduct that occurs in the classroom. These include its Policy on Discrimination, Harassment and Sexual Misconduct ("the Policy"), which prohibits discrimination based on identified protected categories, including religion and shared ancestry, as well as Northwestern's Faculty Code of Conduct, which states: "Faculty [have] . . . a responsibility to be accurate in speech and writing, to abide by University standards of academic integrity, and to maintain civility."

In accordance with these policies, faculty cannot abuse their authority, including by requesting that students sign petitions. Further, faculty must ensure that course materials and classroom discussions are accurate, particularly as to controversial topics. Northwestern takes seriously its responsibility to thoroughly investigate—and if appropriate, to discipline—all allegations of behavior contrary to these policies that are brought to its attention.

These policies also detail the important role that the Office of Civil Rights and Title IX Compliance (“OCR”) plays in addressing reports of discrimination and harassment. OCR is responsible for implementing the Policy and investigating alleged violations. If a report is made against a Northwestern faculty member, OCR will investigate that allegation. If a Northwestern faculty member is found to have violated the Policy, the matter is referred to the Provost’s Office, the Dean of the School in which the faculty member works, or the faculty member’s Department Chair to determine an appropriate response.

To preserve the integrity of the disciplinary process, the Faculty Code of Conduct and the Policy require that specific disciplinary actions involving individual faculty members remain confidential. Nevertheless, in response to the Committee’s requests, the University has provided the Committee with extensive materials that demonstrate the University’s actions in response to reports of faculty misconduct, including a chart of disciplinary and conduct cases that identifies matters involving allegations of discrimination or harassment against certain University faculty. In addition, and as detailed in its July 1, 2024 letter to the Committee, the University is undertaking a review of its OCR policies, procedures, and investigative outcomes.

**Questions from Representative Susan Wild (D-PA)**

1. *As we look to the summer, and preparation for the fall semester, the potential for similar challenges with respect to campus protests, encampments, and potential violence is a distinct possibility. What is your administration doing now or planning to do over the summer to prepare for the next school year?*

Northwestern is taking a number of steps to continue combatting antisemitism on its campus ahead of the coming academic year. As detailed in its May 17, 2024 letter to the Committee, Northwestern is implementing a series of proactive strategies and initiatives to cultivate a campus environment free of antisemitic violence, harassment, or intimidation and to ensure that every member of the community feels emotionally and physically safe.

*First*, Northwestern is continuing to proactively enhance security to ensure the physical safety of its students, faculty, staff, and visitors. This effort includes increasing police patrols at locations of significance and surging additional security resources upon need or request. The University is also making progress on upgrading its overall security profile.

*Second*, Northwestern is continuing to improve communication between its leadership and the student community to ensure that the University heeds the needs and concerns of students.

*Third*, Northwestern is revising its policies and procedures to ensure it has the necessary tools to address antisemitic harassment and intimidation while upholding its values of free speech and due process. Northwestern previously issued an Interim Addendum to the Student Code of Conduct to immediately enhance the safety of its community, and is now reviewing and updating its demonstration policy; display policy (e.g., fliers, chalking, etc.); Title IX and OCR policies and processes; and its Student Code of Conduct, which will be published in time for the 2024-2025 academic year.

*Fourth*, Northwestern is taking specific actions to address antisemitism on campus in a manner consistent with its core mission to educate students in an inclusive educational environment, including:

- Convening seven seminars during the 2023-2024 academic year that brought in Israeli experts and scholars, and continuing those seminars in the coming academic year;
- The addition of a module on combatting antisemitism for the entire Northwestern community;
- The inclusion of Jewish people, culture and history in DEI programming;
- The establishment of the Center for Enlightened Disagreement; and
- Participating and promoting ongoing programming addressing complex issues, including the conflict in Israel and Gaza, through organizations including the Chabad House; the Medill School of Journalism; the Crown Family Center for Israel and Jewish Studies; and the Northwestern Israel Innovation Project.

*Finally*, the University has implemented several new advisory and training initiatives, including the creation of a new Advisory Committee on Free Expression and Institutional Speech, and will create new policies and guidelines based on the Committee's findings.